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ABSTRACT

Educators in Allegany, Garrett, and Washington counties in Western Maryland voluntarily formed the Regional Education Service Agency (RESA) of Appalachian Maryland on the basis of their shared problems (relative isolation from the rest of the state and mountainous, remote terrain with very severe winters). RESA is comprised of public educational institutions and human development agencies from the state and region. RESA's first year (1972-73) evaluation is divided into two parts--program and operation, plus an ongoing self-evaluation model. After describing the planning, methodology, and analysis phases of the study, a brief history of RESA is given. More than half of the document is an evaluation of programs: joint purchasing; education program for industry, business, labor, and government; unified pupil testing, fire service extension; educational television task force program; informational support services, and personnel sharing, with information on objectives, cost benefit analysis, problems, recommendations, and source of data. The section on operations contains objectives, program planning and development, public information and education, maintenance of effort, financing, staffing and organization problems, proposed reorganization, and replicability. The evaluation model is discussed in terms of a model for program building and monitoring, objectives of RESA program evaluation, and guidelines for evaluation of operations/management. (RS/BR)

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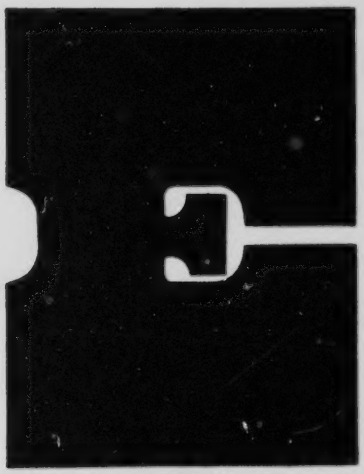

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AN EVALUATION OF THE APPALACHIAN MARYLAND REGIONAL EDUCATIONAL SERVICE AGENCY

Appalachian Regional Commission
Section 211
Project No. 70-66

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Appalachian Maryland Regional Educational Service Agency
Cumberland, Maryland

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February, 1974

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Special recognition is extended to Mr. George Allen, Executive Director of RESA, and the entire RESA staff for their time and patience during this prolonged study.

We wish to extend our gratitude to the personnel of Allegany, Garrett, and Washington Counties and the Institutions of Higher Learning--Allegany Community College, Garrett Community College, Hagerstown Junior College, Frostburg State College, and the University of Maryland--for taking the time to respond to the numerous interviews conducted during this study.

The evaluation team consisted of Dr. David A. Puzzuoli, Director, and members of the Educational Research and Field Services Staff, College of Human Resources and Education, West Virginia University: Floyd L. Stead, Benjamin L. Marshall, H. Eugene Hall, and Gary A. Gallucci. Gulshan Meghji and John Strick deserve special recognition for their inputs and assistance provided for the Joint Purchasing Program.

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David A. Puzzuoli
Floyd L. Stead

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AN EVALUATION OF THE APPALACHIAN MARYLAND REGIONAL EDUCATIONAL SERVICE AGENCY

The Study

The Comprehensive Plan for the Regional Educational Service Agency of Appalachian Maryland, Appalachian Regional Commission, contract number 70-66, Regional Educational Service Agency, of Cumberland, Maryland, details that an independent evaluation of RESA operations and programs is to be completed. Funds for the RESA evaluation were requested in a grant application made under Section 211 of the Appalachian Regional Development Act. West Virginia University, College of Human Resources and Education, The Office of Educational Research and Field Services were retained for the purposes of the RESA evaluation.

Objectives. The total evaluation of the Regional Educational Service Agency of Appalachian Maryland was divided into two components: Operation and Program. The Operation component of the evaluation relates to the decision-making process of RESA; this includes such functions as policy-making, administration of the system, interagency cooperation, needs assessment, operationalizing the total system, internal and external communications system, and funding sources. The Program component of the evaluation relates only to the effectiveness of programs administered and/or managed by RESA. There was no intent, either implicitly or explicitly, to evaluate programs administered and/or managed by one or more of the cooperating agencies in RESA.

To further define the operational and programming evaluation sections of this report, the objectives of both components were as follows:

Operational Evaluation Objectives.

1. To determine the effectiveness of the RESA operational model in meeting its stated objectives.

2. To determine those variables which either inhibit or enhance the success of the RESA operational model in meeting its stated objectives.

Program Evaluation Objectives.

1. To determine the degree of success each program administered and/or managed by RESA had in achieving its respective objectives.

2. To determine the cost effectiveness of programs implemented through the Regional Education Service Agency, limited to those programs which data and information was available.

3. A review of the program needs assessment model of RESA (to determine its appropriateness and relevancy to resources available, manpower requirements, and program functions in Appalachian Maryland and RESA).

Methodology and Design. In order to facilitate the implementation of the evaluation, the total time period (October 20, 1972 - October 20, 1973) was divided into three phases. These phases were identified as (Phase I) Planning and Development; (Phase II) Implementation; and (Phase III) Analysis and Synthesis.

Planning and Development. The major activities of Phase I related to: (1) gaining knowledge and insights into the RESA operation model and programs, (2) developing appropriate measuring instruments, (3) developing and testing mathematical models to determine cost effectiveness of those RESA programs which contained necessary data, and (4) finalizing and/or refining the evaluation model to be implemented.

Implementation. The major activities of Phase II related to: (1) completing the on-site visits to the RESA central office and to RESA program sites to observe the on-going system, (2) administering the developed and/or identified measuring instruments through procedures determined in Phase I, (3) conducting personal interviews with RESA personnel, administrators and staff personnel of cooperating agencies in RESA and other personnel who, upon investigation, appeared to be appropriate. This included officials of Maryland State Department of Education, University of Maryland, and the Appalachian Regional Commission. Also during Phase II was the preliminary development of the on-going self-evaluation model for RESA.

Analysis and Synthesis. The major activities of Phase III related to: (1) analysis and synthesis of collected data, (2) interpretation of data, (3) finalizing the on-going self-evaluation model, and (4) writing and duplicating the final report.

The final report was divided into two parts. Part I includes two sections: one section involving the evaluation of programs administered or managed by RESA, and a second section which entails evaluation of RESA administration and operation. Part II contains the on-going self-evaluation model.

To aid the reader or program coordinator to more easily identify individual programs in the first section of Part I, each program was given a separate chapter.

Program Progress. It should be pointed out that the program evaluation was conducted over the period of a year. When a particular program evaluation was completed, the recommendations and findings for that particular program were written and usually presented to the RESA Board. It was considered at that time that the evaluation for that particular project was complete. This report will not take into account the fact that the programs were on-going programs and continued beyond the period of the evaluation. Subsequent performances within particular program areas will not be reflected in this report. There was an attempt, however, on the part of the evaluation team to allow the projects to continue as long as possible before the final evaluation was completed.

A BRIEF HISTORY OF THE
FORMATION OF THE APPALACHIAN MARYLAND RESA

No little part of any service organization's program stems from a vortex of conditions in the specific area where that program began. Even a cursory examination of conditions in Appalachian Maryland prior to formation of the Appalachian Maryland RESA is very helpful to an understanding of how and why this organization originated, and what its founders intended for it to do.[1]

Geographically, the Appalachian counties (Washington, Allegany, and Garrett) are situated at the extreme western tip of Maryland. Their northern extremity is defined by the Mason-Dixon Line, which separates them from Pennsylvania. The Potomac River forms their southern boundaries, separating them from West Virginia and Virginia. The three Appalachian Maryland counties are contiguous with no less than seven counties in West Virginia and five counties in Pennsylvania, while having a border adjacent to only one non-Appalachian county in Maryland. Thus, the Appalachian counties of Maryland are in relative isolation from the remainder of the state. Further adding to their relative apartness from other Maryland counties is the topography of the region. Garrett and Allegany counties lie completely within the Appalachian Mountain range, and the western end of Washington county is also in the

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[1]Generated to provide a synoptic overview of conditions and activities which precipitated formation of the Appalachian Maryland RESA, this history is based on information from document searches and interviews with persons closely associated with initial and intermediate planning of the project. Elements tangental to development of this RESA, while interesting, are omitted for the sake of brevity. Focus is directed toward sine qua non factors causally related to evolution of this agency in its form at the time of its incorporation in August 1971.

Appalachians. Eastern Washington County lies within the Shenandoah Valley. Because of the mountainous terrain and very severe winters in much of the area of the three counties, they are faced with problems which make them unique within the state.

In short, because of location and topography the Appalachian Maryland counties have many situations and problems in common with one another. The educational agencies now in this region[2] have to contend with problems faced by educators nationally, such as the trend toward greater accountability in expenditure of public funds, early childhood education, vocational and adult education, and a host of others. Additionally, these same educators are responsible for dealing with region-specific problems such as additional time and expense involved in transportation occasioned by mountains and severe weather, out-migration of many persons in the 20-45 age bracket resulting in a less stable tax base, chronic poverty,[3] and unemployment and underemployment[4] above national averages.

As a consequence of many shared problems, the educators in the three county area were acquainted with one another and discussed mutual concerns on a very informal basis prior to any planning for a RESA. The spirit of willingness to cooperate was present among heads of educational agencies before initial planning of the RESA; evidence will be shown

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[2]i.e., Boards of Education in each of the three counties, Frostburg State College and Allegany Community College in Allegany County, Hagerstown Junior College in Washington County, and Garrett Community College in Garrett County.

[3]Human Development Factors in Appalachian Maryland, compiled by the Regional Education Project Office, Cumberland, Md., January 1971, Table 11.

[4]Human Development Factors . . ., Table 51.

later of this necessary ingredient to success in any joint venture.

Prior to 1965 there was no Appalachian Regional Commission (ARC). By enactment of legislation to create ARC, Congress provided funding whereby pilot projects in cooperative, regional planning and resource improvement could be initiated. Thus, in 1965, the two most fundamental prerequisites for a joint venture among separate agencies were both available: the willingness to cooperate motivated by enlightened self interest, and the funds necessary to begin detailed planning.

Early in 1967 the Governor of Maryland appointed Dr. William Brish, Superintendent of Washington County Schools, as the Maryland representative to the ARC education Advisory Committee. Each Appalachian state had one representative. Dr. Brish attended the first meeting pursuant to his appointment as Maryland's representative on February 12, 1967 at the ARC office in Washington, D.C.[5] Among other topics discussed at this meeting was the desirability of forming RESA's in the Appalachian region.

After the February 12 meeting, with specific information about initiation procedures required by ARC, Dr. Brish informed heads of other educational agencies in the three county area of the ARC meeting and suggested that the agency heads convene to discuss the matter of a regional educational cooperative venture.

Response to Dr. Brish's request was excellent. Prior to the

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[5]Statement by Dr. Brish, personal interview, April 18, 1973, conducted at Washington County Board of Education Office, Hagerstown, Maryland.

February 12 meeting at ARC, there had been informal cooperation among the several educational agencies and ARC literature was familiar to all heads of educational agencies in the region.[6] Indicative of the attitude held by educational agency heads concerning the first meeting to discuss formal regional planning is the statement, "All cooperation possible is to the advantage of all.", made by one of the county superintendents actively involved with planning of this RESA since its inception.[7] The first meeting to discuss possibilities of formal regional education planning was held April 21, 1967 at the Board of Education Office in Hagerstown.

In attendance at the initial meetings of what was to be named the Appalachian Regional Commission Maryland Sub-Committee on Education (hereafter called the Maryland Sub-Committee) were a wide variety of agency representatives. In addition to Superintendents of the County Boards of Education and college presidents, there were also in attendance representatives from ARC, the Maryland State Board of Education, the University of Maryland, the Western Maryland Regional Development Office, and various staff members from the several Boards of Education and colleges.

Worthy of note at this point is the inclusion of administrative staff personnel from Boards of Education and college faculty in the

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[6]Statement by Dr. Peter Callas, personal interview, April 18, 1973, conducted at Washington County Board of Education Office, Hagerstown, Maryland.

[7]Statement by Dr. Wayne Hill, personal interview, April 11, 1973 conducted at Allegany County Board of Education Office, Cumberland, Maryland.

formative planning stages of a RESA. Educational agency heads realized two major benefits by including staff persons in initial planning: a more equitable distribution of committee assignments was made possible thus allowing agency heads some relief from myriad details and time consuming assignments; and, through utilization of staff specialists in problem areas, the staffs were informed of what developments were taking place in the regional planning effort and consequently could make recommendations based on regional needs.

The first several meetings of the Maryland Sub-Committee were devoted to identifying broad areas of common concern to educational agencies and to becoming more familiar with available local and federally funded strategies for dealing with these problems. Discussions of problem areas were extremely wide ranging in the early meetings. Broad areas discussed at just the first two meetings include: salaries, kindergartens, Head Start, vocational facilities, counseling centers, health, cultural environment, internship, financial assistance for students in higher education, teacher aides, adult basic education, special education, residential facilities, extension education, and technician training.[8] In the process of discussing problem areas there was a sharing of approaches to problems which had gotten good results. For example, in a discussion about health programs and educational agencies, Dr. Wayne Hill, Superintendent of Allegany County Schools, related how school officials in his county had worked with the county

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[8]Minutes. Meeting No. 1, April 21, 1967, and Meeting No. 2, May 17, 1967, Appalachian Regional Commission, Maryland Sub-Committee on Education.

Dental Society to develop a program of dental care for school children.[9]

Near the end of their second meeting, members of the Maryland Sub-Committee agreed to make a list of tentative priorities for further research and investigation. The list is as follows:

TENTATIVE PRIORITIES[10]

VOCATIONAL	PRE-SCHOOL ELEMENTARY	HIGHER EDUCATION-TEACHER TRAINING
1. Counseling centers	1. Better trained teachers	1. Salaries
2. Extension of Vocational Education	2. Kindergartens	2. Teacher aides
3. Vocational facilities	3. Health	3. Interns
4. Salaries		4. Kindergartens
5. Continuation program		5. Special education
6. Adult basic education		

In addition to naming a list of tentative priority areas, another big step was taken at the second meeting. The membership agreed, at the request of the chariman, to collect pertinent information concerning the school systems, the college programs, and activities of the State Board of Education and State Economic Development Commission for use as base-line data in determining further steps to be taken in developing education in the region.[11] Subsequent use was made of information collected by committee members as descriptions of actual conditions in the region[12]

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[9] Minutes. Meeting No. 2, May 17, 1967, p. 3.
[10] Minutes. Meeting No. 2, May 17, 1967, p. 13.
[11] Minutes. Meeting No. 2, May 17, 1967, p. 14.
[12] e.g., Minutes. Meeting No. 3, June 27, 1967, pp. 5-9; Meeting No. 4, July 18, 1967, pp. 2-3; and Meeting No. 5, August 18, 1967, pp. 2-8, 10.

from which specific corrective action and remediation efforts could be designed with a minimum of wasted time or money.

Stimulation and felt benefit gotten from the first few meetings and the cooperative self-help studies launched during the first few meetings prompted one Sub-Committee member to state that he believed the meetings should be continued regardless of whether ARC funds were available.[13] ARC funding was viewed as one means of expediting and systematizing many of the joint agency programs because these funds made available a staff whose task was to coordinate, research, and help plan educational programs on a region-wide basis.[14] Discussion before the Sub-Committee about the desirability of a formal RESA organization did not occur until the Sub-Committee was ending its second year of existence.[15] Thus, after a period of informal, voluntary, semi-structured, joint efforts the Sub-Committee members began to seriously investigate avenues toward the end of a formal service organization to serve the needs of educational agencies in the Appalachian Maryland region.

While the Maryland Sub-Committee's two years of functioning may be considered as an incubation period relative to concerted planning for a RESA, it was not time wasted. Several valuable projects were initiated by committee members even during their first year; an illustrative example of the Sub-Committee's early projects is the aide training program. Allegany Community College representatives submitted a

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[13] Minutes. Meeting No. 4, July 18, 1967, p. 1.

[14] Statement by Dr. Brish, personal interview, April 18, 1973, conducted at Washington County Board of Education Office, Hagerstown, Maryland.

[15] Minutes. Meeting No. 14, April 23, 1969, pp. 5-6.

proposal for a program to train teacher aides at the Maryland Sub-Committee's third meeting.[16] A discussion ensued regarding duration of the course, curriculum components, role of the aide, funding possibilities, and employment prospects for graduates of such a program. Subsequent meetings of the Sub-Committee heard reports of difficulties encountered in securing funding,[17] and discussions in greater detail about the roles of aides and their employment prospects.[18] A study group was appointed to investigate use of aides in the schools and reports were heard that Allegany County would hire up to twenty aides in the fall of 1968 if the program could be initiated.[19] During the summer of 1968, Allegany Community College, working in cooperation with the Allegany County Board of Education, provided a program to train twenty teacher aides in an intensive six-week course.[20] After the course, all twenty enrollees were employed as aides: nineteen in Allegany County and one in Garrett County. The program was such a success that Sub-Committee Chairman Brish suggested that a special report be prepared for group members to summarize the status of aide training for future reference.[21]

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[16] Minutes. Meeting No. 3, June 27, 1967, pp. 5-8.
[17] Minutes. Meeting No. 4, July 18, 1967, pp. 5-7; Meeting No. 5, August 18, 1967, p. 1.
[18] Minutes. Meeting No. 6, September 14, 1967, pp. 1-4.
[19] Minutes. Meeting No. 8, April 18, 1968, p. 5.
[20] Minutes. Meeting No. 9, June 14, 1968, p. 3.
[21] Minutes. Meeting No. 10, October 10, 1968, pp. 1-4.

Specific discussion of the possibility of forming a RESA in Appalachian Maryland first occurred at a Sub-Committee meeting held two years after the Sub-Committee was formed. Support materials for teachers and educational services which no single agency could provide alone were the primary motivations for the group's decision to consider a formal, as opposed to an informal, organization.[22] During the summer of 1969 the Sub-Committee gathered information about existing RESA's and discussed possible incorporation of vocational education and other current programs into an Appalachian Maryland RESA.[23] Considerable attention was given to planning for a written draft of a proposal to spell out authorities, responsibilities, membership, etc. of a possible RESA for Appalachian Maryland.[24] By the spring of 1970, the Sub-Committee's planning had progressed to the point where specific objectives for a regional resource agency and qualifications for an agency director were under consideration.[25]

During June of 1970 an Educational Planning Council was formed by the Maryland Sub-Committee to oversee planning for a RESA. The Council, chaired by Dr. Peter Callas of the professional staff of the Washington County Board of Education, had as members superintendents of the three counties, representatives from the region's colleges, members

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[22] Minutes. Meeting No. 14, April 23, 1969, pp. 5-6.

[23] Minutes. Meeting No. 15, May 19, 1969, pp. 3-4; Meeting No. 16, July 23, 1969, p. 5; Meeting No. 17, August 21, 1969, pp. 3-4.

[24] see, for example, Minutes, Meeting No. 20, November 19, 1969, pp. 10-12.

[25] Minutes. Meeting No. 22, March 4, 1970, pp. 4-8.

of the Maryland State Departments of Education and Economic Development, members of the Tri-State Regional Resource Institute, and the Project Coordinator of the ARC Education Planning Staff. As part of their policy direction function, the membership of the Educational Planning Council organized the Regional Education Project Office (hereafter called REPO) to undertake detailed planning for the RESA.[26] REPO represented the full implementation of planning efforts for a formal educational service agency. REPO was in existence from June 1970 until August 1971 when it was dissolved to become RESA.[27]

The planning office, per se, was located at Cumberland, county seat of Allegany County. The REPO staff charged with detailed planning for the RESA consisted of a director, an administrative assistant, two secretaries, a graphics man, and three program coordinators for independent, educationally related programs in progress[28] which were placed under the purview of REPO. The Education Planning Council acted decisively in filling REPO staff positions; the majority of the above mentioned personnel, including the director, were secured within two months after the Education Planning Council's formation.[29]

As part of the detailed planning which the REPO staff undertook,

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[26] Comprehensive Plan For the Regional Education Service Agency of Appalachian Maryland. Final Report, prepared by Carleton A. Shore under ARC Contract No. 70-66, pp. 3-4.

[27] Comprehensive Plan . . . Figures 7 & 8.

[28] These programs were: Staff Development for Occupational Awareness, Family Aide Program for the Disadvantaged in Maryland Appalachia, and Regional Comprehensive Education Service Agency.

[29] Minutes. Meeting No. 26, July 30, 1970, p. 5.

a large document was compiled and published in January 1971 to provide an in-depth demographic, economic, and educational resource profile of the Appalachian Maryland counties and surrounding areas. The REPO staff also drafted a proposed Education Advisory Council constitution and by-laws for consideration by members of the Council.[30] This document was discussed in great detail at later meetings by Council members, [31] and, in light of modifications was accepted.[32] Thus, the REPO phase of planning and development made major contributions to development of the RESA; these areas of contribution may be summarized as follows:

I. Central Administration of certain ongoing programs, such as the Occupational Awareness for Staff Development[33] which produced a valuable resource document for use by teachers[34] and conducted workshops for area teachers.

II. Information retrieval, including ARC regulations and demographic, economic, legal, and educational research to provide maximum availability of factual data to decision makers.[35]

III. Generation of necessary intra-agency documents such as constitutions and by-law proposals.

IV. Program development through compilation of position papers proposing possible desirable programs,[36] through semi-formal affiliation with extension specialists from the state university in the form of providing office space in the REPO office,[37] and through the more obvious means of aiding local agency heads in planning projects which the agencies initiated.

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[30] Minutes. Meeting No. 26, July 23, 1970, p. 5.
[31] Minutes. Meeting No. 27, August 25, 1970, p. 6.
[32] Minutes. Meeting No. 28, September 23, 1970, p. 5.
[33] Minutes. Meeting No. 28, September 23, 1970, pp. 5-6.
[34] Comprehensive Plan . . . Appendix D.
[35] e.g., Human Development Factors in Appalachian Maryland, cited supra.
[36] e.g., Minutes. Meeting No. 31, February 26, 1971, pp. 6-7.
[37] A representative of the Fire Extension Service from the University of Maryland is now available to the region due to availability of office space in the RESA (formerly REPO) office building. See, Minutes. Meeting No. 33, April 23, 1971, p. 5.

As of the effective date August 31, 1971, REPO was dissolved by the Educational Advisory Council. The REPO staff became the RESA staff as the RESA was activated formally, effective September 1, 1971. Membership of this RESA included all agencies of public education in Appalachian Maryland and the University of Maryland. As the fruit of more than four years of cooperative effort by many educational agencies the Appalachian Maryland region gained a staffed resource center charged with the following purposes:

A. To establish goals, policies and procedures for regional educational projects.

B. To advise member institutions and cooperating institutions on projects or programs to meet needs of the region.

C. To plan, coordinate, and conduct regional educational projects in Appalachian Maryland.

D. To foster cooperation among all educational institutions and organizations concerned with the needs of the people in this region.

E. To organize and support a staff to carry out the purposes of the Agency.[38]

Program operations for this RESA at the time of its formation included policy direction, supervision, and/or administrative support for nine education-related programs: Joint Purchasing; Unified Testing; Educational Television Task Force; Personnel Sharing; Informational Support Service; Family Aide Program; Fire Extension Service from the University of Maryland; the Tri-State Regional Resource Institute; and

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[38]Constitution of the Regional Education Service Agency of Appalachian Maryland, Article IV, Section 1.

an Education Program for Industry, Business and Government.[39]

Activities of the Appalachian Maryland RESA subsequent to its formation can be found in the remainder of this document and through the records of the RESA itself, located at 110 Washington Street, Cumberland, Maryland 21502.

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[39]Comprehensive Plan.... pp. 11-22. Specifics about all programs are given in this reference including objectives and a brief description of what the program entails and what RESA's relationship to it is.

JOINT PURCHASING PROGRAM

The joint purchasing program of the Regional Educational Service Agency (RESA) for Allegany and Washington counties was searched and evaluated to determine the extent of possible cost benefits to accrue from the joint purchasing program.

As Garrett County had already sent in its bid when the program was initiated, only Washington and Allegany Counties participated in the Joint Purchasing. One purchase was made by Garrett County in what they termed Test Case Appalachian Purchasing. In this instance, 3 cases of Ammonia costing $7.95 incurred a $45.00 trucking cost to transport from Washington County to Garrett County. Since only one purchase was made by Garrett County, the RESA evaluation team did not include Garrett County in the overall analysis.

The study, therefore, was geographically limited to these two counties. Products involved were custodial, physical education, and art supplies for the schools in the two counties.

A trial period for the joint purchasing program was conducted during the period September 1, 1972 to August 31, 1973 to permit the evaluation of the benefits to be anticipated from these cooperative efforts.

An analysis was made of the "before" and "after" trial period pricing relationships and their relevance to the joint purchasing program and anticipated cost benefits.

In addition to cost benefit analysis, some attention and consideration was given to the joint purchasing problems involving the

centralized administration of the purchasing functions, the distribution of the supplies in the respective counties and schools, also to possible conflicts occurring from the joint, voluntary transactions across political boundaries (counties).

In this cooperative effort, an attempt was made to minimize the cost of purchasing school supplies by a voluntary joint purchasing program. The question asked was, "What potential savings can be anticipated from the implementation of a joint purchasing program?"

To determine these potential savings the following categories of expense were investigated and data collected for the preparation of cost-benefit estimates. Permission was obtained to survey by mail the principals, teachers, and head custodians in Allegany County Schools on quality of supplies. Efforts to conduct a similar survey in Washington County were unsuccessful.

1. School supplies requirements
    a. List the categories of school supplies to be considered for the joint purchasing program.
    b. Each county to submit copies of invoices for purchases made of these categories of supplies during the 1971-72 and 1972-73 periods.
2. Each county to submit records of student enrollment by schools for the 1970-71, 1971-72 and 1972-73 periods.
3. Each county to submit records of the Annual Board of Education Budget for fiscal years 1970-71, 1971-72 and 1972-73.
4. Distribution of school supplies.
    a. Each county to itemize the incremental or additional costs of trucking and manpower requirements incurred from joint purchasing program trial period, 1972-73.

5. Bulk storage of jointly purchased school supplies

   a. Each county to detail the incremental or additional items of cost to be associated with the storage of school supplies incurred during the joint purchasing program trial period 1972-73. These items to cover additional personnel or man-hour requirements in handling of supplies or other administrative or storage expense.

From the data submitted by Allegany and Washington Counties, a cost effectiveness analysis was made by an evaluation and comparison of the "prior to" and "after" trial period joint purchasing with consideration for price index changes. The resulting cost benefits to be effected during the year trial period, through implementation of the joint purchasing program, was determined by the difference in the price index adjusted "prior to" and "after" joint purchasing costs.

Selection of Data

For most studies, researchers find themselves facing an array of relevant and irrelevant data, and at the beginning stages, it is hard to differentiate. However, after attending several RESA meetings in Cumberland and after talking to the various personnel involved, it was decided (with the help of the agency) to concentrate on collecting that information which could, in the opinion of the evaluation team, be evaluated quantitatively. The non-quantifiable information was picked up during the course of conversations and comments from the people involved in the program. Accordingly, the starting point was a list of all items bought under joint purchasing during the 1972-73 period.

Sources of Data. The sources of data for this program were the professional personnel and official documents of RESA, authorities in the

field, and various published and unpublished materials. Data were collected from on-site visitations to the RESA office in Cumberland and Washington Purchasing Offices, and from questionnaires presented to the various personnel in the Allegany County School System.

Prior to Joint Purchasing. Before 1972, each county purchased its supplies individually. However, Washington County, since the late 1950's, had been buying its schools' supplies through a centralized purchasing program. Since that time the Purchasing Officer and staff, in Hagerstown, have been coordinating the centralized purchasing program.

In the seventeen years of centralized purchasing, Washington County has managed to develop a procedure to encourage competitive bidding among vendors. Washington County has developed a systematic records-keeping system so that data retrieval is easily obtainable.

Through Washington County's diligent efforts to improve the centralized purchasing process, RESA authorized Washington County to "coordinate" the 1972-73 joint purchasing program. The participants found they had too little time to go through all the discussions of responsibility procedure and specifications if they were to jointly purchase the supplies for that year. The emergency decision was to bid on the usual Washington specifications.

Information Available. A sample of 25 per cent was randomly selected from the total items available for the joint purchasing program. The categories of items included arts and crafts, physical education, and custodial and classroom supplies. A list of items purchased in

1971-72 (prior to joint purchasing) by Washington and Allegany Counties individually, was then examined to find comparative information on those randomly selected items. The following number of items was randomly chosen from each of the three categories:

Group	Randomized selection of items
Arts and Crafts	42
Physical Education	34
Custodial and Classroom	24

This information was repeated with the addition of the number of those items for which comparative 1971-72 information was available from Allegany and Washington counties individually.

(1)	(2)	(3)	
Group	Randomized selection of items	# of items from (2) for which comparative cost and volume data were available for 1971-72	
		Allegany	Washington
Arts and Crafts	42	15	34
Physical Education	34	9	18
Custodial and Classroom	24	2	21
Total	100	26	73

The following lists of items, by categories, were chosen randomly from all the jointly purchased supplies of 1972-73. An asterisk beside an item indicates that comparative 1971-72 information was available for Allegany County. A double asterisk shows the same for Washington County.

ARTS AND CRAFTS

Wash.	Alleg.	No.	Item
**	*	1	Marker, Thin Line
**		3	Card Holder
**		4	Mat Cutter
**	*	6	Water Color Marker
**	*	7	Crayons, small, 36 sticks, solid color
**	*	8	Paper Drawing--White (#60)
	*	9	Crayons, large
**	*	10	Ink, Speedball
**		11	Board, Mat and Mounting
**	*	12	Paper, Bogus (250 sht/pkg)
**		13	Brush, Flat Single-Stroke (Sabcline)
**		14	Paper Crepe-Flameproof
**		15	Pen, Crow Quill--replacement points (36/box)
**		16	Palettes Disposable
**		17	Brush, Oil Color-Rounds
**	*	19	Chalk, Color Media--Small (12)
**		20	Cellophane (20" X 150")
**	*	21	Brush, Round Easel
**		22	Graphite Sticks--48
**	*	23	X-Acto knives and sets
**	*	24	Tacker, Gun
**		25	Styrofoam
**		28	Glue, Foam Plastic (4 oz.)
**	*	29	Ink, Silk Screen
**		30	Adhering Liquid, Film
**		31	Leather-Tooling Calf
	*	33	Squeegee--Complete
**		34	Lacing, Plastic-3/32" (100 yd/sp)
**	*	35	Burlap--36" width
**		36	Lacing, Leather (50 yd/sp)
**		37	Magic Mender
**	*	38	Mosaic Grout--1 lb. pkg.
**		39	Mosaic Tile Craft Mat'l.
**		40	Modeler Tools
**		41	Shears, Long Cut
**		42	Glaze, Lustre

PHYSICAL EDUCATION

Wash.	Alleg.	No.	Item
**	*	2	Stop Watch--Track
**		3	Umpire Indicator
	*	4	Softball Home Plate, Rubber, Indoor

PHYSICAL EDUCATION (cont'd)

Wash.	Alleg.	No.	Item
**		6	Saf-T-Shot--6 lb.
**		7	Shuffleboard Sets
**		10	Bows, Fiberglass
	*	11	Bows, Fiberglass
**		12	Badminton Racket Press-Double
**	*	13	Softball Mask
**		16	Whiffle Ball Sets
**	*	19	Tennis Balls (3/can)
**	*	21	Medicine Balls
**		22	Softball Protector, Girls
**		24	Badminton Nets
**		25	Saf-T-Discus
**	*	26	Badminton Rackets, Steel Strings
**		27	Adj. Hurdles
**		29	Badminton Rackets, Nylon Strings
**	*	31	Softballs, Rubber
**		32	Batons
**	*	34	Footballs--Rubber

CUSTODIAL AND CLASSROOM

Wash.	Alleg.	No.	Item
**		1	Toilet Paper (Bi-Fold)
**		2	Drain Pipe Cleaner
**	*	3	Paper, Primary Story
**		4	Cement, Rubber
**		5	Applicator
**		6	Marker, fine nib
**		7	Scissors--Blunt
**		8	Garage Brush
**		9	Glue, washable--4 oz.
**		10	Compass, Blackboard
**		12	Utility Knife
**		13	Stencils, Lettering
**		14	Absorbent Compound
**		15	Pails (Galvanized)
**		16	Easel, Metal Double Panel
**		17	Scissors, Clip Point
**		18	Waste Basket
**		19	Brush, Scrub
**		20	Dust Pans
**		22	Cloths (dusting)
**	*	24	Paper Tag

Analysis

The 1972-73 joint purchasing trial period program planned for Allegany and Washington Counties provided for the inclusion of three categories of school supplies, arts and crafts, custodial and classroom, and physical educational supplies.

Washington County has had purchasing procedures designed to encourage competitive bidding among the vendors of school supplies for the past seventeen years. Through their diligent efforts to improve these purchasing practices over this period, material standards and specifications have been developed and implemented to secure satisfactory quality in the purchase of school supplies through competitive bidding procedures.

The importance of standardization in the public purchasing of materials and supplies is appropriately noted in the following quotation:

> In public purchasing, standardization is essential to efficient and effective supply management because it adopts as standard those items which are most economical and best suited to serve the needs of using departments. The process eliminates duplicate items, and those which are unnecessary or wasteful, and establishes a clear basis to consolidate the items being used by several departments. Otherwise, each may purchase unnecessary or undesirable variations of similar types of equipment and supplies. Uniform standard purchase specifications are necessary to obtain free and open competition in bids on a fair and equitable basis.[1]

To expedite the trial period planned for the joint purchasing program, Allegany County accepted the material standards and specifications established for Washington County's purchasing program.

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[1]Aljian, George W., ed., Purchasing Handbook. 2nd ed. New York: McGraw-Hill Book Company, 1966, Sect. 19, p. 22.

Random Sampling of Data

Random samples were selected from the total item list available for the joint purchasing program for the participating counties. The selected items were analyzed as to quantity of the items purchased and as to the unit price. From this selected data the purchase value of the quantity was computed for each item of supply.

a. The 1972-73 purchase value on each of the random sample items of supply was determined from data recorded in vendors' bid sheets and from supply invoices showing quantities purchased at the accepted bidding price in the joint purchasing program.

b. For the 1972-73 school year the purchase value corresponding to each item of supply purchased in the 1972-73 period was determined from files of similar records showing unit prices paid for the respective items of supply purchased in the 1971-72 school year period.

c. The Total of Random Sample Purchases are shown separately for Allegany and Washington Counties. The summation of the purchase values calculated for each item of supply considered in the random sample are shown by county in Table I (Arts and Craft), Table II (Custodial and Classroom), and Table III (Physical Education). The analysis showing each county's purchases for the two periods, 1972-73 and 1971-72, permits a more direct comparison of each county's potential and degree of participation in the joint purchasing program.

Cost Benefit Analysis

In determining the potential cost benefits that may be anticipated through implementation of a joint purchasing program for these two

TABLE I

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - ARTS AND CRAFT SUPPLIES

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND

Item No.	Description	Quan.	Unit Price	Purch. Value	Allegany County 1972-73 Quan.	Unit Price	Purch. Value	Allegany County 1971-72 Quan.	Unit Price	Purch. Value	Washington County 1972-73 Quan.	Unit Price	Purch. Value	Washington County 1971-72 Quan.	Unit Price	Purch. Value
188	Marker, Thin Line															
(1)	Aqua	24 each	.19	4.56							24	.19	4.56		.19	4.56
(2)	Black	348 each	.19	66.12	190	.19	36.10		.32	42.80	158	.19	30.02		.99	30.02
(3)	Blue	120 each	.19	22.80							74	.19	14.06		.19	14.06
(4)	Brown	24 each	.19	4.56							24	.19	4.56		.19	4.56
(7)	Green	96 each	.19	18.24							41	.19	7.79		.19	7.79
(8)	Lavender	24 each	.19	4.56							24	.19	4.56		.19	4.56
(9)	Orange	24 each	.19	4.56							24	.19	4.56		.19	4.56
(11)	Red	180 each	.19	34.20							110	.19	20.90		.19	20.90
(12)	Yellow	12 each	.19	2.28							12	.19	2.28		.19	2.28
116	Canvas Panel															
(2)	16" x 20"	10 each	.35													
(3)	18" x 24"	10 each	.45													
118	Card Holder	4 box.	2.04	8.16							4	2.04	8.16		2.40	9.60
189	Matt Cutter	3 each	4.16	12.48							3	4.16	12.48		4.16	12.48
112	Brush, Snow Card Lettering															
(3)	#3	2 doz.	3.03	6.06	2	3.03	6.06		7.52	15.04						
(6)	#6	1.5 doz.	3.79	5.69												
(10)	#10	1 doz.	5.56	5.56												
179	Water Color Marker															
(1)	Black	24 doz.	2.62	62.88							4	2.62	10.48		3.38	13.52
(2)	Blue	14 doz.	2.62	36.68							2	2.62	5.24		3.38	6.76
(3)	Brown	10 doz.	2.62	26.20	5	2.62	13.10		4.92	24.60	5	2.62	13.10		3.38	16.90
(5)	Green	14 doz.	2.62	36.68							3	2.62	7.86		3.38	10.14
(7)	Orange	6 doz.	2.62	15.72												
(9)	Purple	8 doz.	2.62	20.96							2	2.62	5.24		3.38	6.76
(10)	Red	16 doz.	2.62	41.92							2	2.62	5.24		3.38	6.76
(12)	Yellow	6 doz.	2.62	15.72							1	2.62	2.62		3.38	3.38
(13)	8 color Set	60 sets	1.75	104.94							56	1.75	97.94		2.28	127.68
129	Crayons, Sm., 36 stk., solid color	132 box.	0.41	54.65	30	.41	12.42		.70	21.00	102	.41	42.23		.42	42.84
153	Paper, Drawing--white (#60)															
(1)	9" x 12"	96 reams	1.38	132.29							85	1.38	117.13		1.40	119.00
(2)	12" x 18"	440 reams	2.76	1212.64	239	2.76	658.69		4.90	1171.10	201	2.76	553.95		2.80	562.80
(3)	18" x 24"	80 reams	5.51	440.96							80	5.51	440.96		5.60	448.00
126	Crayons, Large															
(1)	8 color Assortment	2750 boxs.	.22	616.00	2750	.22	616.00		.33	907.50						
(2)	16 Color Assortment	945 boxs.	.40	381.78	945	.40	381.78		.60	567.00						
138	Ink, Speed Ball	36 each	.33	11.88	32	.33	10.56		.50	16.00	4	.33	1.32		.35	1.40
	SUB-TOTAL OF PURCHASES						1768.79			2763.63			1417.23			1481.30

TABLE I (cont'd.)

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - ARTS AND CRAFTS

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND
(Cont'd.)

Item No.	Description	Quan.	Unit Price	Purch. Value	Allegany County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	Unit Price	Purch. Value	Washington County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	Unit Price	Purch. Value
182	Board, Mat and Mounting															
(1)	20" x 30" (white-gray)	100 shts.	.30	29.50							64	.30	18.88		.34	21.76
(2)	30" x 40" (white-cream)	50 shts.	.55	27.50							38	.55	20.90		.49	18.62
147	Paper, Bogus (250 sht/pkg.)															
(4)	18" x 24"	2 pkgs.	1.99	3.98	2	1.99	3.98		3.95	7.96						
107	Brush, Flat, Sin.Stroke, Sumcline															
(1)	1/8"	3 doz.	4.50	13.50												
(5)	3/8"	1 doz.	7.82	7.82							3	4.50	13.50		4.28	12.84
(6)	1/2"	1 doz.	9.47	9.47	1	9.47	9.47									
151	Paper Crepe--Flameproof	40 bxs.	1.59	63.60							18.41	1.59	29.28		2.28	41.99
169	Pen, Crow Quill, repl.pts.(36/bx)	4 bxs.	2.06	8.24							1	2.06	2.06		2.07	2.07
145	Palettes, Disposable	12 ea.	.56	6.72							11	.56	6.16		.56	6.16
110	Brush, Oil Color--Rounds															
(2)	#2	1 doz.	2.84	2.84							1	2.84	2.84		2.89	2.89
(4)	#4	.5 doz.	3.79	1.90												
158	Paper Tracing															
(1)	18" x 24" (100 sht/pkg)	60 pkgs.	1.91	114.60												
(2)	36" x 10 yd.	12 rls.	.90	10.80												
122	Chalk, Color Media, Small (12)															
(1)	Ass't.--12 ea., red, wht., yellow --24 ea., orange and blue	288 bxs.	.31	87.84	75	.31	22.88		.56	42.00	213	.31	64.96		.32	68.16
(2)	Solid Colors	96 bxs.	.31	29.28							96	.31	29.28		.32	30.72
183	Cellophane (20" x 150") Colors															
(8)	Transparent	190 rls.	.27	50.92							91	.27	24.38		.31	28.21
105	Brush, Round Easel	30 rls.	.25	7.41							28	.25	6.91		.31	8.68
(4)	#4	24 doz.	1.63	39.22							24	1.63	39.22		1.58	37.92
(6)	#6	18 doz.	2.15	38.77	7	2.15	15.08		5.04	35.28	11	2.15	23.69		2.03	22.33
(8)	#8	6 doz.	2.65	15.88							6	2.65	15.88		1.70	10.20
(10)	#10	12 doz.	3.28	39.34							8	3.28	26.22		3.15	25.20
133	Graphite Sticks--4B	6 doz.	1.99	11.94							6	1.99	11.94		1.90	11.40
	SUB-TOTAL OF PURCHASES						41.94			85.24			336.10			354.95

TABLE I (cont'd.)

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - ARTS AND CRAFTS SUPPLIES

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND
(Cont'd.)

Item No.	Description	Quan.	List Price	Purch. Value	Allegany County 1972-73 Quan.	List Price	Purch. Value	1971-72 Quan.	List Price	Purch. Value	Washington County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	Unit Price	Purch. Value
468	X-Acto knives and sets															
(1)	Knife--No. 1 w/no. 11 blade	30 each	.38	11.40	5	.38	1.90		.65	3.25	25	.38	9.50		.39	9.70
(2)	" No. 2 w/no.22 blade	12 each	.47	5.64												
(6)	Set No. 51--No. 1 w/6 blades	30 each	.74	22.20							8	.74	5.92		.78	6.24
(7)	Set No. 52--No. 2 w/6 blades	1	.83	.83							1	.83	.83		.89	.89
(8)	Set No. 62--Nos. 1 & 2 w/12 blades	10	1.64	16.40							10	1.64	16.40		1.88	18.80
(10)	Set No. 83--Nos. 1,2&6 w/18 blades	1	4.00	4.00							1	4.00	4.00		4.99	4.99
(12)	Blades--5/pkg. one size															
(12.1)	No. 11	15	.35	5.25	12	.35	4.20		.60	7.20	3	.35	1.05		.38	1.14
(12.7)	No. 22	5	.35	1.75												
(12.9)	No. 48	10	.15	1.50												
(13)	Blades--5/pkg. ass't. (#1 knife)	6	.35	2.10												
(14)	Blades--5/pkg. ass't. (#2,5,6)	6	.35	2.10												
466	Tacker, Gun	12 each	4.63	55.56	6	4.63	27.78		6.95	41.70	6	4.63	27.78		4.65	27.90
(1)	Staples, 1/4" (5,000/box)	100 bxs.	.42	42.00	7	.42	2.94		.63	4.41						
446	Styrofoam															
(1)	Balls															
(1.6)	2" (144/box)	10	5.39	53.90												
(1.9)	3" (12/box)	15	4.29	64.35												
(2)	Blocks															
(2.2)	12" x 18" x 1/2" (24/box)	1	6.24	6.24												
(3)	Egg Shapes															
(3.1)	2 1/2" x 3 1/4" (36/box)	12	2.88	34.56												
450	Eyelet Setter--Comb	1 each	1.94	1.94												
447	Glue, Foam, Plastic (402)	36 btl.	.78	28.08							36	.78	28.08		.78	28.08
472	Ink, Silk Screen															
(1)	Black #5511	3	2.04	6.12							1	2.04	2.04		1.96	1.96
(2)	Blue #5554	7	2.71	18.97							1	2.71	2.71		2.64	2.64
(3)	Brown #5521	3	2.43	7.29												
(4)	Green #5514	6	2.51	15.06												
(6)	Red #5520	9	2.51	22.59							3	2.51	7.53		2.75	8.25
(7)	White #5535	7	2.24	15.68												
(8)	Yellow #5502	8	2.63	21.04							2	2.63	5.26		2.93	5.86
(10)	Purple #5547	1	3.12	3.12												
(12)	Red, Scarlet #5544	1	2.51	2.51												
(20)	Transparent Base #5530	2	1.29	2.58	2	1.29	2.58		1.50	3.00						
(21)	Extender #5536	4	1.84	7.36	4	1.84	7.36		2.20	8.80						
(23)	Thinner #5600	1 gal.	1.09	1.09												
446	Styrofoam-Egg Shapes															
(3.2)	3 x 4 1/4 (36/box)	2 bx.	10.68	21.36												
	SUB-TOTAL OF PURCHASES						46.76			68.36			113.20			113.32

TABLE I (cont'd.)

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - ARTS AND CRAFT SUPPLIES

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND
(Cont'd.)

Item No.	Description	Quan.	Unit Price	Purch. Value	Allegany County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	List Price	Purch. Value	Washington County 1972-73 Quan.	List Price	Purch. Value	1971-72 Quan.	List Price	Purch. Value
470	Adhering Liquid Film															
(1)	Quart	13 each	1.03	13.39							2	1.03	2.06		1.08	2.16
(2)	Gallon	3 each	2.84	8.52							3	2.84	8.52		2.90	8.70
456	Leather-Tolling Calf	1 skin	11.00	11.00							1	11.00	11.00		16.20	16.20
403	Engobes--Dry Powder															
(1)	Black	5 pkg.	.62	3.10												
(2)	Blue II	5 pkg.	.65	3.25												
(3)	Blue, Med.	5 pkg.	.68	3.40												
(4)	Brown	5 pkg.	.58	2.90												
(5)	Green, Dark	5 pkg.	.65	3.25												
(6)	Green, Med.	5 pkg.	.65	3.25												
(7)	Red, Brown	5 pkg.	.58	2.90												
(8)	White	5 pkg.	.58	2.90												
(9)	Yellow-Green	5 pkg.	.62	3.10												
470	Squeegee--Complete															
(1)	4"	1 each	.68	.68												
(2)	6"	2 each	1.02	2.04	2	1.02	2.04		1.18	2.36						
(4)	10"	2 each	1.70	3.40	1	1.70	1.70		1.95	1.95						
(5)	12"	18 each	2.04	36.72	6	2.04	12.24		2.35	14.10						
455	Lacing Plastic--3/32" (100yd/sp)															
(1)	Black	12	.58	6.96												
(3)	Brown	12	.58	6.96							12	.58	6.96		.50	6.00
(4)	Green	12	.58	6.96							12	.58	6.96		.50	6.00
(5)	Natural	6	.58	3.48							12	.58	6.96		.50	6.00
(6)	Red	12	.58	6.96							6	.58	3.48		.65	3.90
(7)	Tan	12	.58	6.96							12	.58	6.96		.50	6.00
(8)	Gold	12	.58	6.96							12	.58	6.96		.65	7.80
(9)	Lt. Blue	12	.58	6.96							12	.58	6.96		.55	6.60
(10)	Orange	6	.58	3.48							12	.58	6.96		.50	6.00
445	Burlap, 36" width															
(1)	Black	35	.45	15.75	8	.45	3.60		.70	5.60	27	.45	12.15		.44	11.88
(2)	Blue, royal #220	70	.45	31.50	18	.45	8.10		.70	12.60	52	.45	23.40		.44	22.88
(3)	Brown #210	35	.45	15.75	7	.45	3.15		.70	6.90						
(4)	Gold #208	105	.45	47.25	51	.45	22.95		.70	35.70	54	.45	24.30		.44	23.76
(5)	Green	70	.45	31.50	17	.45	7.65		.70	11.90	53	.45	23.85		.44	23.32
(6)	Red #306	70	.45	31.50	27	.45	12.15		.70	18.90	43	.45	19.35		.44	18.92
(7)	Tan (Natural) #211	175	.39	68.25	153	.39	59.67		.70	107.10	22	.39	8.58		.44	9.68
	SUB-TOTAL OF PURCHASES						133.25			215.11			186.41			186.80

TABLE I (cont'd.)

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - ARTS AND CRAFTS SUPPLIES

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND
(Cont'd.)

Item No.	Description	Quan.	Unit Price	Purch. Value	Allegany County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	Unit Price	Purch. Value	Washington County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	Unit Price	Purch. Value
454	Lacing Leather (50yd/spl)															
(1)	Black 3/32"	1	3.50	3.50							1	3.50	3.50	xx	3.25	3.25
(2)	Brown 3/32"	1	3.50	3.50							1	3.50	3.50		3.25	3.25
(3)	Natural 3/32"	1	3.50	3.50							1	3.50	3.50		3.25	3.25
(4)	Black 1/8"	1	4.25	4.25							1	4.25	4.25		4.15	4.15
(5)	Brown 1/8"	2	4.25	8.50							2	4.25	8.50		4.15	8.30
(6)	Natural 1/8"	1	4.25	4.25							1	4.25	4.25		4.15	4.15
411	Magic Mender (2oz)	30 jars	.55	16.50							30	.55	16.50		.54	16.20
419	Mosaic Grout															
(1)	1 lb. Package	40 pkg.	.29	11.20	23	.29	6.44		.40	9.20	17	.28	4.76		.28	4.76
419 A-1	Mosaic Tile Craft Mat'l.															
(1)	Adhesive	4 qt.	2.30	9.20												
(2)	Tile Cement Spreader	10 each	.54	5.40							10	.54	5.40		.54	5.40
(3)	Tile and Grout Cleaner	2 qt.	1.53	3.06							2	1.53	3.06		1.53	3.06
(4)	Tile nippers	1 each	3.95	3.95												
488	Modeler Tools															
(1)	General Purpose	6 each	.75	4.56							6	.76	4.56		.67	4.02
(2)	Double Ball	3 each	.76	2.28												
(3)	Bear Foot	3 each	.76	2.28							3	.76	2.28		.79	2.37
467	Shears, Long Cut	72 each	1.01	72.72							72	1.01	72.72		1.43	102.96
407	Glaze, Lustre															
(1)	Black	2 jars	.88	1.70							2	.88	1.70		.79	1.58
(3)	Deep Purple	7 jars	.85	5.95							7	.85	5.95		.84	5.88
(4)	Lustre Black	1 jars	.85	.85												
(5)	Lustre Green	7 jars	.88	5.95							7	.85	5.95		.::	.:::
(6)	Lustre Brown	1 jars	.85	.85							1	.85	.85		.79	.79
(37)	Midnight Blue	6 jars	.85	5.10							6	.85	5.10		.84	5.04
	SUB-TOTAL OF PURCHASES						6.44			9.20			186.33			183.94
	TOTAL OF RANDOM SAMPLE PURCHASES						1984.18			3147.54			2308.27			2319.31

TABLE II

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - CUSTODIAL AND CLASSROOM SUPPLIES

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND

Item No.	Description	Quan.	List Price	Purch. Value	Allegany County 1972-73 Quan.	List Price	Purch. Value	1971-72 Quan.	List Price	Purch. Value	Washington County 1972-73 Quan.	List Price	Purch. Value	1971-72 Unit Price	Purch. Value
37	Toilet Paper (Bi-Fold)	180	12.65	2277.00							180	12.65	2277.00	13.60	2448.00
14	Drain Pipe Cleaner	12 dz	4.53	54.36							12	4.53	54.36	5.45	65.40
238	Paper, Primary Story														
(1)	24" x 36"	80 rm	5.75	460.00	50	5.75	287.50		4.56	228.00	30	5.75	172.50	7.50	225.00
(2)	18" x 24"	55 rm	2.88	158.40	55	2.88	158.40		2.50	137.50					
204	Cement, Rubber														
(1)	4 oz. brush-in-cap jar	28 dz	2.40	57.20							28	2.40	57.20	2.90	81.17
(2)	Quart Can	4 dz	7.60	30.40							4	7.60	30.40	8.97	35.88
(3)	Gallon Can	48 ea	1.83	87.84							48	1.83	87.84	1.90	91.15
(4)	Dispenser, 16 oz. (Plastic)	12 ea	1.10	13.20							12	1.10	13.20	1.04	12.47
2	Applicator														
(1)	Pad (Lamb's Wool)	50 ea	1.03	51.50							50	1.03	51.50	1.02	51.00
239	Paper Tag--750 lbs.														220.00
(1)	24" x 28"--100 sht/pkg	40	5.86	234.40							40	5.86	234.40	5.50	220.00
239	Paper Tag														
(1)	4" x 24" (50/pkg)	800	.40	319.20	800	.40	319.20		.39	312.00					
(2)	6" x 24" (50/pkg)	700	.46	319.20											
(3)	22" x 25"(100/pkg)	100	4.19	419.00											
(4)	3" x 24" (50/pkg)	700	.44	308.00	700	44	308.00		.55	385.00					
231	Marker, Pind nib														
(1)	Black	72 dz	1.79	128.88							72	1.79	128.88	1.79	128.88
(2)	Blue	24 dz	1.79	42.96							24	1.79	42.96	1.79	42.96
(3)	Green	24 dz	1.79	42.96							24	1.79	42.96	1.79	42.96
(4)	Red	48 dz	1.79	85.92							48	1.79	85.92	1.79	85.92
(5)	Sets	288 sts	.60	172.80							288	.69	172.80	.60	172.80
253	Scissors--Blunt														
(1)	Right Handed	48 dz	2.65	127.20							48	2.65	127.20	2.78	133.34
(2)	Left Handed	12 dz	2.86	34.20							12	2.86	34.20	2.99	35.87
45	Garage Brush														
(1)	16"	12 ea	1.95	23.40							12	1.95	23.40	2.05	24.60
(2)	18"	12 ea	2.20	26.40							12	2.20	26.40	2.15	25.80
(3)	24:	12 ea	2.67	32.04							12	2.67	32.04	2.87	34.44
221	Glue, Washable--4 oz.	30 dz	2.03	60.90							30	2.03	60.90	2.52	75.60
	SUB-TOTAL OF PURCHASES						1073.10			1062.50			3756.06		4033.24

TABLE II (cont'd.)

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - CUSTODIAL AND CLASSROOM SUPPLIES

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND

(Cont'd.)

Item No.	Description	Quan.	List Price	Purch. Value	Allegany County 1972-73 Quan.	List Price	Purch. Value	1971-72 Quan.	List Price	Purch. Value	Washington County 1972-73 Quan.	List Price	Purch. Value	1971-72 Quan.	List Price	Purch. Value
208	Compass, Blackboard	12 ea	.86	10.27												
19	Cloths, diaper	12	18.75	225.00							12	.86	10.27	.86	10.30	
270	Utility, knife	72 ea	1.09	78.48												
261	Stencils, La-tering										72	1.09	78.48	.92	66.10	
(1)	Gothic--1/2", 3/4", 1" asst.	30 ea	.37	11.19												
(2)	Gothic 3"	24 ea	.89	21.36							30	.37	11.19	.41	12.24	
44	Absorbent Compound	80 bg	1.10	88.00							24	.89	21.36	.67	16.31	
27	Pails (galvanized)										80	1.10	88.00	1.50	120.00	
(1)	10 quart	6 dz	11.09	66.54												
(2)	12 quart	2 dz	12.29	24.58							.417	11.19	4.62	11.40	4.75	
(3)	14 quart	8 dz	13.54	108.32												
210	Easel, Metal, Double Panel	6 ea	17.50	105.00												
254	Scissors, Clip Point										6	17.50	105.00	18.00	108.00	
(1)	Right Handed	48 dz	2.65	127.20												
(2)	Left Handed	12 dz	2.85	34.20							48	2.65	127.20	3.40	163.20	
52	Waste Basket	180 ea	1.20	216.00							12	2.85	34.20	3.65	43.80	
37	Toilet Paper (Bi-Fold	180 cs	12.65	2277.00							180	1.20	216.00	1.08	194.40	
8	Brush, Scrub	3 dz	6.45	19.35							180	12.65	2277.00	13.60	2448.00	
21	Dust Pans	8 dz	7.20	57.60							.083	6.45	.53	4.16	.35	
244	Pencil Sharpener											7.20	57.60	7.08	56.64	
(1)	Adjustable	156 ea	2.50	389.69												
(2)	Mounting kit	24 kt	.71	16.99												
(3)	Vacuum Mount	24 ea	3.37	80.83												
20	Cloths (dusting)	130 cr	8.00	1040.00												
11	Chamois	2 dz	21.50	43.00							110	8.00	880.00	[illegible]	[illegible]	
	SUB-TOTAL OF PURCHASES												3911.45		4178.79	
	TOTAL OF RANDOM SAMPLE PURCHASES						1073.10			1062.50			7867.51			8212.03

TABLE III

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM
RANDOM SAMPLE - PHYSICAL EDUCATION

ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN MARYLAND

Item No.	Description	Quan.	Unit Price	Purch. Value	Allegany County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Unit Price	Purch. Value	Washington County 1972-73 Quan.	Unit Price	Purch. Value	1971-72 Quan.	Unit Price	Purch. Value
131-1	Stop Watch--Track	43 each	12.07	519.01	15	12.07	181.05	13.75	206.25	28	12.07	337.96		11.99	335.72
-2	" --Games	3 each	4.66	13.98						2	4.66	9.32		5.23	10.46
314	Umpire Indicator	9 each	.80	7.20	14	4.14	57.96	5.30	74.20	9	.80	7.20		.80	7.20
308	Softball Home Plate, Rubber, Ind.	15 each	4.14	62.10											
152-2	Barbell Set--160 lb.	2 sets	38.74	77.48											
286	Saf-T-Shot, 6 lb.	6 each	5.99	35.94						5	5.99	35.94		7.48	44.78
205-2	Shuffleboard Sets, H.S.	2 sets	12.65	25.30						1	12.65	12.65		13.13	13.13
39	Soft Ball Bat Protector	8 each	.25	2.00											
70	Deck Tennis Rings														
-2	Sponge	16 each	.98	15.68						16	.98	15.68		.98	15.68
122-2	Bows, Fiberglass, 20 lb.	18 each	5.64	101.52	18	5.64	101.52	7.25	130.50						
62	Badminton Racket Press, Doub.	2 each	.97	1.94						2	.97	1.94		.95	1.90
35	Softball Mask	13 each	3.34	43.42	2	3.34	6.68	4.45	8.90	11	3.34	36.74		3.69	40.59
178	Mini-tramp., Circular	3 each	171.00	513.00											
92	Paddle Tennis Balls	2 doz.	4.79	9.58											
202	Whiffle Ball Sets	35 sets	1.37	47.95						35	1.37	47.95		1.84	80.40
-4	Bats, Plastic, 31"	41 each	1.21	73.81											
19	Bat Bag	4 each	5.29	21.16											
100	Tennis Balls (3/can)	74 cans	7.29d.	134.87	20	7.29d.	145.80	8.80	176.00	54	7.29	98.42		7.44	100.44
305	First Aid kit, Crammers, J.V.	4 each	9.97	39.88											
162	Medicine Balls														
-1	4 lb.	8 each	7.94	63.52											
-2	6 lb.	1 each	8.94	8.94											
-3	9 lb.	1 each	9.94	9.94											
-5	15 lb.	1 each	15.44	15.44											
38	Softball Protector, girls	4 each	7.69	30.76											
295	Shot Put, 8 lb.	7 each	3.05	21.35						3	7.69	23.07		8.17	24.51
64	Badminton Nets														
267	Saf-T-Discus	4 each	5.49	21.96						4	5.49	21.96		6.90	27.60
60	Badmin. Rackets (Steel Strn.)	30 each	10.84	325.20	12	10.84	130.08	13.44	161.28	18	10.84	195.12		10.34	186.12
286	Adj. Hurdles	8 each	10.49	83.92						2	10.49	20.98		13.00	26.00
504	Scrimmage Vests	14 doz.	13.88	194.32	14	13.88	194.32	12.00d.	168.00						
61	Badmin. Rackets (Nylon Strn.)	60 each	1.45	87.00						60	1.45	87.00		1.37	82.20
30	Softballs, Rubber	13 doz.	13.52	175.76	d.	13.52	13.52	16.00d.	16.00	12	13.51	162.24		11.76	141.12
139	Batons										13.52				
-1	Blue	48 each	.92	44.16						10	.92	9.20		.90	9.00
-2	Red	14 each	.92	12.88						14	.92	12.88		.90	12.60
-3	Green	8 each	.92	7.36						8	.92	7.36		.90	7.20
170	Trampoline Parts														
-2	Cables (set of 100)	1 set	134.90	134.90											
-3	" " " 78	1 set	104.00	104.00											
-05	Frame pad for 6' x 12'	3 sets	154.00	462.00											
50	Footballs--Rubber	38 each	4.64	176.32	12	4.64	55.68	6.40	76.80	26	4.84	125.84		4.84	125.84
64	Badminton Nets														
-1	20' x 2 1/2'	8 each	4.12	32.96						8	4.12	32.96		4.04	32.32
-2	21' x 2 1/2'	3 each	4.22	12.66	2	4.22	8.44								
136	Broad Jump Take-off Board														
-1	w/foul Device	1 each	40.99	40.99											
-2	wo/foul Device	1 each	28.00	28.00											
	TOTAL OF RANDOM SAMPLE PURCHASES						886.61		1077.93			1297.21			1289.33

counties, a comprehensive analysis is detailed in Table IV, Cost Benefit Analysis, for Allegany and Washington Counties. This analysis has been prepared to include an evaluation of the potential savings to be available from each of the three categories of supplies selected for the program.

Cost Benefit Analysis, Table IV, shows the summation of the random sample values determined in Tables I, II, and III for the 1972-73 and 1971-72 school year periods. To avoid any inflationary effects in the cost benefit analysis due to differences in the price levels of commodities within the two periods, adjustments were made in each of the 1971-72 random sample values calculated for the three categories of supply: arts and crafts, custodial and classroom, and physical education. For the price level adjustment the 1971-72 random sample values computed for each category of supply were adjusted to reflect the 1972-73 price level. The price level adjustments restate financial data in terms of the current dollar purchasing power.

The price index for wholesale prices on nondurable goods, applicalbe to the 1972-73 and 1971-72 school year period, are 117.6 and 111.7 respectfully.[2]

This price index difference indicates an increase of 5.9 per cent in the price levels of 1972 over the previous year. The per cent reduction in the random sample values for each category of supply is determined from a comparison of the random sample values for the adjusted 1971-72 period (prior to joint purchasing)

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[2] Survey of Current Business, United States Department of Commerce, Social and Economic Administration, Bureau of Economic Analysis, January and February 1973, Volumes 1 and 2.

TABLE IV

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM COST BENEFIT ANALYSIS

ALLEGANY AND WASHINGTON COUNTIES APPALACHIAN MARYLAND

Allegany County

Selected Categories of Supplies	1972-73	Random Sample Value 1971-72		% Reduction	Total Expenditures 1972-73	Savings
			Adj. for 1972 Price Level 117.6/111.7			
Arts and Craft	$ 1995	$ 3142	$ 3308	39.69%	$ 28500	$ 11312
Custodial and Classroom	1073	1063	1119	4.11%	65000*	2672
Physical Education	887	1018	1072	17.26%	16400	2831
Total Benefits	$ 3995	$ 5223	$ 5499	15.30%	$109900	$ 16815

Additional expense incurred through Joint Purchasing Program:

Freight expense-haul supplies from central delivery point (Hagerstown) to Cumberland Maryland	1300	
Trucking expense to delivery supplies to county schools	360	
Time and expense to attend supervisory meetings (Hagerstown)	284	
Preparation of supplies, transferred to Allegany County Storage area for distribution to County Schools (Supervisors time)	1034	$ 2978
Total Savings by County		$ 13837

*Totals include budgetary expenditures for office equipment and supplies

TABLE IV CONT.

REGIONAL EDUCATION SERVICE AGENCY

JOINT PURCHASING PROGRAM COST BENEFIT ANALYSIS

ALLEGANY AND WASHINGTON COUNTIES APPALACHIAN MARYLAND

Selected Categories of Supplies	1972-73	Washington County Random Sample Value 1971-72		% Reduction	Total Expenditures 1972-73	Savings
			Adj. for 1972 Price Level 117.6/111.7			
Arts and Craft	$ 2208	$ 2319	$ 2441	9.55%	$ 21397	$ 2043
Custodial and Classroom	7668	8212	8646	11.31%	43121*	4877
Physical Education	1297	1289	1357	4.42%	12801	566
Total Benefits	$ 11173	$ 11820	$ 12444	9.68%	$ 77319	$ 7486

Additional expense incurred through Joint Purchasing Program:

Time and expense (Washington personnel) Processing Allegany County's supplies through Joint Purchasing Program	830	
Time and expense (Washington Central Office) processing records for Allegany County's Supplies handled in Joint Purchasing Program	(Included in the above)	
	$ 830	
	$6656	

*Totals include budgetary expenditures for office equipment and supplies

with the current 1972-73 period of joint purchasing.

	Per Cent Reduction in Random Sample Values	
	Allegany County	Washington County
Arts and Crafts	39.69	9.55
Custodial and Classroom	4.11	11.31
Physical Education	17.26	4.42
Average Per Cent Reduction	15.30	9.68

Source: Table IV

The savings to be anticipated for each category of school supply is obtained by the application of the calculated per cent reduction in the random sample values (as shown above) to the total expenditures budgeted for each respective category of supply.

The additional expenses incurred through the joint purchasing program as listed in Table IV, have been obtained from administrative sources in Allegany and Washington counties. The total savings by counties, with the deduction for the incurred additional expenses is $13,837 for Allegany and $6,656 for Washington County.

Efforts to analyze the additional expense incurred through the joint purchasing program have proven difficult to properly evaluate in terms of a firm assignable expense incurred. The difficulty experienced results from inconsistencies within the program due to the lack of clarity and objectivity, during the planning stage, as to the purpose or objective to be attained by the trial period joint purchasing program. This difficulty imposed conditions on the joint purchasing

program which detracted from the administration and operation of the program and seriously reduced its effectiveness in the attainment of anticipated cost benefits.

Listed following are some of the joint problems complicating the determination of firm assignable expenses to be incurred for normal operating ranges:

a. Late delivery of supplies to Allegany County requiring additional expense for breaking of bulk and transfer to county schools.

b. Expenses of special meetings required to plan joint purchasing participation between both counties.

c. Lack of a unified administrative organization to adequately perform the joint purchasing functions on a two county basis.

d. Extremely low savings potential indicated for custodial and classroom supplies. The 4.11 per cent reduction shown, in Table IV can be attributed to an insufficient quantity of large volume items selected from custodial and classroom supplies for the joint purchasing trial period.

e. Lack of adequate joint planning in the establishment of appropriate material standards and specifications for joint purchasing on a two county basis.

The Cost Benefit Analysis, Table V, details the benefits on a regional basis with RESA's incurred expense for the coordination of joint purchasing as provided within the Comprehensive Plan for Regional Education Service Agency of Appalachian Maryland. The deduction of $17,447 of RESA's administrative expense yields an Appalachian joint purchasing cost benefit of $3,046.

Quality of Supplies

In the consideration of cost benefits of joint purchasing

TABLE V

REGIONAL EDUCATIONAL SERVICE AGENCY

JOINT PURCHASING PROGRAM
COST BENEFIT ANALYSIS

SUMMARY - ALLEGANY AND WASHINGTON COUNTIES
APPALACHIAN, MARYLAND

	Regional Summation Random Sample Value		Total Expenditures	
	1972-73	1971-72	1972-73	Calc. Savings
Arts and Crafts	$ 4203	$ 5461	$ 49897	$ 13355
Custodial and Classroom	8741	9275	109121	7549
Physical Education	2184	2307	29201	3397
Totals	$15128	$17043	$187219	$ 24301
Less:				
Additional expense to Allegany County			$ 2978	
Additional expense to Washington County			830	
Regional joint purchasing savings				$ 3808
				$ 20493
Less RESA Expense:				
RESA administrative expense				
Appalachian joint purchasing cost benefit*				17447
				$ 3046

*Includes: Salaries of Program Director, Program Coordinator(20%), Secretary; employee benefits; telephone, duplication and travel expense.

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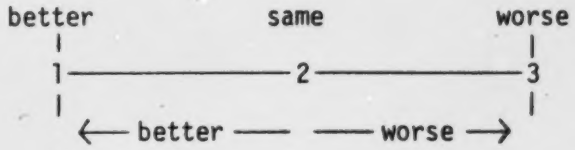
of school supplies some concern was also directed toward the measurement of quality in the purchase of materials and supplies through joint purchasing procedures. The quality check was accomplished by means of a questionnaire sent out to personnel assigned to the various county schools concerned with the use of these purchased items. Of the 123 questionnaires sent out, 104 were returned; this represents an 84.6 per cent return.

By use of the terms "better", "same", or "worse", for an appraisal of quality in the use of items purchased and the assignment of the values "1", "2", and "3" respectively to these selected terms, a mean quality opinion on each item on the following non-cardinal scale can be calculated.



The results of these questionnaires, responded to by Allegany County school personnel, are summarized in the following tables.

ARTS AND CRAFTS

No.	Item	Better	Same	Worse	Mean
1	Marker, thin line	2	30	8	2.2
6	Watercolor Marker	3	30	7	2.1
7	Crayons, Sm., 36, Solid Color	1	29	11	2.4
8	Paper Drawing--White (360)	2	32	10	2.2
10	Ink, Speedball		19	5	2.2
12	Paper, Bogus (250 sht/pkg)	1	22	6	2.2

ARTS AND CRAFTS (cont'd)

No.	Item	Better	Same	Worse	Mean
19	Chalk, Color Media--sm. (12)	6	28	7	2.0
21	Brush, Round Easel		20	8	2.3
23	X-Acto Knives and Sets	4	17	3	2.0
24	Tacker, Gun	3	22	4	2.0
29	Ink, Silk Screen	1	9	4	2.2
35	Burlap--36" Wide		22	4	2.2
38	Mosaic Grout--1 lb. pkg.	1	6	2	2.1
	Total	24	280	79	

PHYSICAL EDUCATION

No.	Item	Better	Same	Worse	Mean
2	Stop Watch-Track		3		2.0
13	Softball Mask		6	4	2.4
19	Tennis Balls	1	6	2	2.1
26	Badminton Rackets (steel strings)	1	4		1.8
31	Softballs, Rubber	1	19	6	2.2
34	Footballs, Rubber	2	19	22	2.6
	Total	5	57	34	

CUSTODIAL AND CLASSROOM

No.	Item	Better	Same	Worse	Mean
3	Paper, Primary Story		6		2.0
24	Paper Tags		7		2.0
	Total		13		

The summarized results of this survey on the quality of supplies purchased for Allegany County is tabulated as follows:

	Better	Same	Worse	Grand Total
Total of categories	29	350	113	492
Per Cent of Total	5.89	71.14	22.97	100

The survey indicates the change in quality to be minimal; however, there are several items that should be reviewed to establish the acceptable level of quality.

Recommendations and Conclusions

The 1972-73 school year, being the initial or trial period year, start-up problems had a very definite impact on the administrative and operational phases of the program. Some of the more relevant issues affecting these phases of the joint purchasing program are developed in further detail.

Lack of Storage Space

Washington County has been serving as the centralized receiving point for the program's trial period. This entails, in addition to record keeping for the joint purchasing program, the verification of shipments from vendors for quantity and material specifications and the breaking of bulk for Allegany's portion of purchases.

Due to the lack of sufficient warehousing space in Washington County, it was imperative that all incoming shipments be expeditiously channeled to the recipient schools in Washington County and to Allegany County.

Similarly, Allegany County also experienced a serious lack of space in the storage of school supplies. To assist in this difficulty Allegany County has generally scheduled the ordering of school supplies during the summer months and one of the school buildings is utilized as a central receiving area for school supply shipments. During the vacation period, members of the school's youth clubs volunteer for the tasks of verifying material shipments, breaking bulk, and expediting deliveries to county schools.

With this lack of storage space in both Allegany and Washington counties it is essential that proper "lead time" be observed in the ordering of school supplies. To do otherwise could result in late deliveries and an overlapping into the start of a new school year. The overlapping involves possible embarrassing conflicts in the schedule utilization of school building facilities.

Lack of Planning and Coordinating

The planning stage should clearly establish the purpose of the program and the objectives to be attained. This entails mutual consideration and agreement on guidelines for conducting and administering the program and, for the establishment of joint material standards and specifications on a regional basis.

Additionally, centralized controls required for the coordination of purchasing and other administrative functions are essential for an effective and successful joint purchasing program.

Sufficient and practical routines for communications and the exercise of assigned authority and responsibility should be jointly outlined and implemented. The staff personnel assigned to these centralized control functions should be mutually selected.

Uniform Funding Procedures

Also important to the success of the joint purchasing program is the need for each participating county school system to establish timely and uniform budget funding authorization procedures. The establishment of these funding procedures will assist in providing

ample "lead time" for the processing of requests for bids, selection of vendors, and the placing of orders for the required materials and supplies.

The proper use of these uniform funding procedures can be expected to improve the overall effectiveness through a greater unity of action in the administration, purchase, and distribution of materials and supplies for the joint purchasing program.

Recommendations

From information available on the three categories of supplies selected for the joint purchasing program trial period, a conservative projection of $20,493 was made (Table V) for the potential regional cost benefits. This regional cost benefit is made up of (Table IV) $13,837 for Allegany and $6,656 for Washington County.

On the basis of the projected evaluation of $20,493 for regional cost benefits to Allegany and Washington counties, the following recommendations are made:

1. Accept the hypothesis that joint purchasing has been beneficial to the educational institutions of Appalachian Maryland.

2. The three counties of Appalachian Maryland continue their joint efforts to provide the necessary and proper climate and administrative support conducive to an effective joint purchasing program.

3. Establish a centralized administration for the purchasing function. The function to be staffed by qualified personnel with adequate authority to responsibly direct and coordinate the joint purchasing program.

4. In the analysis of the joint problems observed during the trial period, two possible alternatives offer feasible proposals in support of an effective joint purchasing program.

   The selection of either of these two alternatives can be expected to alleviate the present situation associated with the lack of space for the receiving of bulk shipments in Allegany or Washington counties.

Either alternative would, of necessity, require the use of regionally established standards and specifications for the purchase of school materials and supplies.

Additionally, centralized controls would be required for the adequate coordination of the overall purchasing and other regional administrative functions.

Uniform funding procedures for the participating counties is to be considered as an inherent need to assure the unity of action essential in the coordination and execution of the regional joint purchasing program policies.

Alternative No. 1

Establish a suitable warehouse in Allegany County as the supply and material receiving site for the Appalachian regional joint purchasing program. The establishment of this warehouse in Allegany County could be ideal from the standpoint of a site centrally located with respect to serving Allegany, Garrett, and Washington counties.

The centrally located warehouse must provide for the verification of shipments from vendors and for the breaking of bulk for transfer of supplies destined to other participating county school systems.

The basic advantage of a single warehouse serving as the sole receiving point for the regional joint purchasing program is from the greater price discounts available for large volume, single destination shipments of purchases. For large volume purchases this is a strategically important consideration.

A disadvantage to be incurred by the establishment of a single warehouse as the sole receiving point is the need for the other participating counties to absorb an additional expense for the handling and transportation of supplies to the usage points in their particular counties. With the warehouse situated in Allegany County and centrally located with respect to the participating counties, this additional expense will be more equally distributed between counties. The additional transportation expense, as observed in Table IV for Allegany County, does not indicate a sufficient marginal effect to detract from the attractiveness of anticipated potential benefits. An approximate similar judgment can be applied, in this instance, for Garrett and Washington Counties.

Alternate No. 2

Provide a larger warehouse in Washington County to adequately serve as the supply and material receiving site for the Appalachian regional joint purchasing program. The location of this warehouse in Washington County would somewhat duplicate the conditioned potential experienced

during the trial period. From the Location Map of Appalachian Maryland, it can be seen that Washington County is situated at one of the extremes of this three county regional area. Although Garrett County did not participate in the program for the trial period for a number of reasons, it appears that this specific situation--the distance between Garrett County schools and Washington County warehouse--was significantly important in their objections.

In spite of Garrett County's present attitude towards this distance to Washington County, the potential benefits of a single warehouse serving as the sole receiving point for the regional joint purchasing program should prove to be more profitable. Again, as covered in Alternative No. 1, this advantage in benefits is from the greater price discounts available for larger volume, single destination shipments of purchases. This is discussed in greater detail under disadvantages.

The centrally located warehouse must provide for the verification of shipments from vendors and for breaking of bulk for transfer of supplies destined to other participating county school systems.

Similar to Alternative No. 1, the disadvantage to be incurred by the establishment of a single warehouse as the sole receiving point is the need for the other participating counties to absorb the expense for the handling and transportation of supplies to the points of usage in their particular counties. With Garrett County having approximately 50% greater mileage from Washington County than does Allegany, the additional expense for Garrett should be roughly 50% greater than an estimate of Allegany's expense. A proper and more accurate analysis of this expense would require a feasibility study of various methods and means of handling and transporting these school supplies from Washington County to Garrett County. Based on Allegany's projected benefits and approximate expenses, Garrett County's proportionately increased expense should not prove to be a serious barrier to future participation in the joint purchasing program.

This expense for Allegany County, as in Alternative No. 1, does not indicate a sufficient marginal effect to detract from the attractiveness of the projected benefits.

EDUCATION PROGRAM FOR INDUSTRY, BUSINESS, LABOR, AND GOVERNMENT

The Tri-State Regional Resource Institute.

The need for an interstate organization such as the Tri-State Regional Resource Institute had its early beginning in 1968 with the George's Creek Demonstration Project, conducted by Frostburg State College under Title I of the Higher Education Act. Subsequently, the need for interstate cooperation was treated in a series of meetings held by the Cooperative Extension Services in Maryland, Pennsylvania, and West Virginia. From these meetings the conference to explore institutional cooperation in the tri-state area was held in June, 1969, and January, 1970, as a Community Service Program of Title I of the Higher Education Act. From these activities the Cumberland Region was designated and the need for formal institutional relationships was established. These activities of higher education were brought together under a Study Committee on Institutional Cooperation to analyze the needs of the region that might be met through joint institutional efforts.

Concurrently with the activities of higher education, the Educational Advisory Committee for Appalachian Maryland was examining the needs of education in the three county area: Washington, Allegany, and Garrett. This effort by administrators from all levels of education under the leadership of the public school systems was encouraged and supported by the Appalachian Regional Commission. Out of this developed

the Educational Planning Council for Appalachian Maryland and the Regional Education Project Office (REPO), whose planning activities were supported by funds from Section 302 of the Appalachian Regional Development Act of 1965 as amended. This planning resulted in the formation of the Regional Education Service Agency of Appalachian Maryland (RESA), which is the operational activity replacing the Educational Planning Council and the Regional Education Project Office (REPO). The planning, and now the operational activities, have included a program anticipating the needs of a tri-state institute.

The two thrusts from higher education serving the tri-state area and the cooperative educational efforts within the three counties of Appalachian Maryland were joined in two seminars on industry's educational needs held in December, 1970, and again in April, 1971. The findings from these seminars culminated in a "Plan of Action" by the seminar chairman, Mr. J. Carson Dowell, President of the Kelly-Springfield Tire Company. As a result, the Tri-State Regional Resource Institute was organized in July, 1971, and is being supported through joint arrangements with the Regional Education Service Agency of Appalachian Maryland (RESA), which is financed from local funds and by the Appalachian Regional Development Act.[1]

Role of the Institute

The Tri-State Regional Resource Institute is a companion activity of the Regional Education Service Agency of Appalachian Maryland.

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[1]This information can be found in the Tri-State Regional Resource Institute Board of Trustees and By-Laws dated January, 1972 and also in the Tri-State Regional Resource Institute First Annual Report 1973.

The impetus for the formulation of both agencies was from the Appalachian Regional Development Act, whose aim is to create balanced growth in Appalachia. The concept of balanced growth is to combat the concentration of population in urban areas by creating a viable economy which would reduce the out migration of young people from Appalachia by providing increased job opportunities and adequate training and education for those jobs. RESA was formed to enhance efficiency in education; the Institute was formed to provide cross-links between education and government, business, industry, and labor.

There are many other agencies working for balanced growth in Appalachia. The local development district, health planning councils, Department of Economic Development, local developing companies, and planning commissions. However, the Institute's role is unique in cross-linking the world of education and the world of work; specifically, the Institute offers educational programs to serve the needs of business, industry, labor, and government.

The other unique aspect of the Institute is its attempt to serve an economic region rather than to limit its activities to one state. The inter-state cooperative efforts of Pennsylvania, Maryland, and West Virginia recognize the realities of local business markets and labor availability.

Objectives and Goals.

The Tri-State Regional Resource Institute is an organization of industry, business, labor, education, and government representatives who have joined together to establish and support manpower development,

training, and education programs in the Maryland, Pennsylvania, and West Virginia areas around Cumberland, Maryland.

Two basic concepts govern the Institute. The first is that geographic considerations of the region exert a strong influence, and they transcend existing political divisions of the region. The second concept is that integration of all interests in the region's economy would produce the most effective programs to meet the region's needs. The goals of the Institute are to:

1. Broaden job skills.
2. Increase career and educational opportunities for individuals.
3. Support continuing education for adults.
4. Assist in attracting new job opportunities.

The Institute is partially funded by the Appalachian Regional Development Act of 1965. It is affiliated with the Regional Education Service Agency of Appalachian Maryland.

The stated objectives of the Tri-State Regional Resource Institute are as follows:

1. To prepare a manpower development and training program to meet priority needs of industry, business, labor, and government in the interstate growth areas of Cumberland and Hagerstown.
2. To organize area policy groups to provide guidance and support.
3. To implement the plan through cooperative arrangements among educational institutions serving the region.

In addition, this program will provide immediate and relevant educational programs in support of industry, business, labor, and

government. The cooperation and close relationship provided by this effort will provide greater community support for the educational systems assisting the region.

Operational Activities.

By November 1, 1971, a Board of Trustees had been named and Mr. Joseph R. Hawvermale assumed his duties as Director of Manpower Development and as Executive Secretary of the Tri-State Regional Resource Institute. The period from November, 1971, to March, 1972, was spent in planning. The major activities of the planning period were to assess the needs of the Region and to develop a constitution and by-laws to govern the Institute. The constitution and by-laws of the Institute were officially printed in January, 1972. From March, 1972, to January, 1973, the programs were operationalized. There were ten programs offered in the ten month period between March, 1972, and January, 1973. The programs were as follows:

> In March, 1972, a small retail business advertising seminar was conducted by West Virginia University No one attended this seminar although ten reservations were made.
>
> In April, 1972, a seminar on occupational safety and health was held at Allegany Community College. There were 125 participants in this program.
>
> Also in April, a seminar on common extension programs was conducted at Allegany Community College with 18 participants.
>
> In May, an industrial television workshop was conducted at Allegany Community College with ten participants. This is one of three programs which the participants were charged a fee. The fee for each participant in the industrial television workshop was $10.00
>
> In June, the first formal meeting of the Institute was held at Cacapon State Park near Berkeley Springs, West Virginia. The Institute program areas were outlined and presented to the sixty participants.

In August, a seminar on area employment practices was held at Fort Hill High School and had thirty-one participants.

In September, an electronics training course at the Vocational Technical Center was begun. The objective of this course was to upgrade fifteen employed electricians. It was a part of Allegany Community College's evening classes.

In October, an eight week televised program in supervisory management was begun. This program had twenty participants.

Also in the month of October, a two day management seminar was conducted at Allegany Community College. This was the second of three programs offered in which the participants paid a fee. The fee for the eight participants in this program was $50.00 each. The seminar leaders were University of Maryland personnel: Mr. Howard E. Newman, a management and training consultant, who directs the Office of Executive Programs, a branch of the Conferences and Institutes Division, University College, University of Maryland; and Mr. Arthur J. Halligan, a management and training consultant and program development specialist in the Office of Executive Programs, Conferences and Institutes Division, University of Maryland.

In November, Frostburg State College personnel conducted a three day financial management seminar which was held at Allegany Community College. There were fifteen participants in this program. This was the third of the three programs which charged a fee for the participants; the fifteen participants paid $75.00 each to attend this seminar.

Also in the month of November, the Institute presented a one-half hour video tape on job applications to the senior class at the Vocational-Technical Center. There were 150 participants in this program.

The final program of this time period was conducted in December and consisted of a presentation of a one-half hour video tape on job applications to the Mount Savage High School Business Club, consisting of thirty members.

Subsequent meetings and interviews with the RESA personnel and the director of the Tri-State Regional Resource Institute and a

final meeting on March 5, 1973 resulted in a decision to declare a moratorium period for the planned programs of the Tri-State Regional Resource Institute. The decision was based on concerns of the director, Mr. Hawvermale, that the community acceptance of the Institute programs had not been up to par, that seminars had to be cancelled due to lack of registration for the program, as well as a very low response at some of the more recent program activities. It was during the period between March 5, 1973 and August that the contributing strong aspects of the Institute as well as the weak areas would be isolated and reported to the Board of Trustees in the August Trustee Board Meeting.

Strong Aspects of the Institute.

During the first eighteen months of operation of the Tri-State Regional Resource Institute covering the period from July 19, 1971 to January, 1973, it was observed that the Institute was organized and functioning. A Board of Trustees was selected and an executive director employed. Shortly afterwards, a constitution and by-laws to govern the functioning of the Institute was adopted. During this time period, ten programs were operationalized. There was a definite relationship that the Institute had with RESA, with the school systems, and with industry, although the primary impetus was limited to the area surrounding Cumberland and not really developed into a tri-state organization. The Institute through its programming was able to gain some visibility among major industries; however, much more work needed to be done with the small employer.

Due to the adjunct relationship that the Institute had with RESA, the director of the Institute at times had duties in relationship to the RESA operation which took him away from his performances in the

Institute programming.

The RESA organization had three program coordinators: one for the Family Aides Program; one for Educational Services, such as Unified Testing and Joint Purchasing Programs; and Mr. Hawvermale, primarily responsible for the Manpower Institute. During the period under study, it was observed that the position of coordinator for Educational Services was vacant on two occasions: Dr. Carleton A. Shore, the original coordinator, and Mr. William Forisha, his successor, both served in this capacity. Some of the duties normally performed by Dr. Shore and Mr. Forisha were channeled to Mr. Hawvermale, taking time from his duties in the Institute.

This fact is mentioned in the strong aspects of the Institute to reveal the dedication of the director to both the Institute and to RESA operations.

Income and Expenditures of the Institute.

During the first eighteen months of the operation, it was calculated that the Institute delivered 1,670 man-hours of instruction at the cost to the program of $4,015.00, or $2.40 per man-hour. The $4,015.00 was arrived at by subtracting the Institute income for this time period which totaled $1,625.00 from $5,640.00 which was arrived at by adding together the cost of printing, publications, consultants, instructional materials, and equipment involved in the programs presented by the Institute.

A breakdown of the Institute income would show that ten participants in the TV workshop paid $10.00 each for a $100.00 total; the eight participants in the dynamic management seminar paid $50.00 each for $400.00; and the fifteen participants in the financial management

seminar each paid $75.00 for a total of $1,125. Total Institute income was, therefore, $1,625.

Institute expenditures for the period November 1, 1971 to January 1, 1973 were as follows:

Printing	$ 668.00
Letterhead Stationery	
Business Cards	
Certificates	
Constitution and Bylaws	
Institute Brochure	
West Virginia Safety Council Brochure	
Annual Meeting Brochure	
Dynamic Mangement Seminar	
Financial Management Seminar	
Publications	288.00
Occupational Handbook	
Management Book	
WMPB Subscription	
Career Pamphlets	
Manpower Report	
Consultants	2,692.00
TV Workshop	
Management Seminars	
Instructional Material	494.00
Course Books	
Case Studies	
Film Rentals	
Equipment	565.00
Video Tapes	
Lecturers' Easel	
IBM Disk File	
TOTAL	$5,640.00

Institute Programming.

To meet its first objective, "To prepare a Manpower Development and Training Program . . . ," the first formal meeting of the Institute was held in June 1972. At this time, eleven program areas were presented to the sixty (60) participants for review and discussion. Three additional programs were added to the list and subsequently approved by the Institute Board of Trustees at the July meeting.

The fourteen program areas identified were as follows:

1. Improved Middle Management: The purpose of which was to establish short, non-credit courses to improve middle management skills in the area of personnel administration, financial matters, decision making, and leadership skills.

2. Assistance to Retail Business: To establish the availability of short, non-credit courses which would assist retail business men to be more effective.

3. Institute Services: To perform the following tasks: (a) establish a computerized mailing list, (b) establish a reference library of specialized literature, (c) establish a job cross-referencing service, and (d) develop a regional list of resource persons.

4. Cooperative Rural Development: To establish a cooperative regional rural development program.

5. Specialized Seminars: To schedule seminars of special interest as the need is identified by various groups in the regional community.

6. Improved First-Line Supervision: To establish short, non-credit courses to improve supervisory skills and influence supervisory attitudes in the areas of personnel relationships, economic considerations in business, and business systems.

7. Public Affairs: To establish public programs to influence regional attitudes on work, community involvement, and education.

8. Upgraded Training: To develop a method of identifying and implementing more efficient job training.

9. Regional Manpower Requirements Planning: To develop a method to catalog and forecast regional needs for trained manpower.

10. Advanced Technical and Professional Education: To establish availability of comprehensive, credit, and advanced degree courses leading to the master's level in business administration and scientific or engineering fields.

11. University Reciprocity: To establish procedures which will enhance institutional acceptance of creditable course work, fee structure, and degree requirements.

12. Assistance to Apprentice Programs: To establish a method to identify areas where assistance may be offered to enhance and expand apprentice programs.

13. Public School Programs: To enhance occupational awareness in the public school system.

14. Assistance to Economic Development: To assist new businesses in manpower training.

This list of programs, which is not to be interpreted as a priority listing of needs established by the Institute, was presented at the first meeting of the Institute held at the Cacapon State Park and formally approved by the Institute's Board of Trustees at the July, 1972 meeting.

In summary, it was observed that the Institute spent much time in planning and operationalizing the first year programming. The Institute functioned under an Executive Director, with support from the nineteen member Board of Trustees, with further direction provided by their constitution and by-laws. Ten programs were operationalized, although one seminar had to be cancelled due to low registration. Community acceptance of the Institute programs had been only marginal to that point. It was observed that there had been marginal contributions of the Tri-State Regional Resource Institute to the designated area.

Areas Needing Improvement.

As mentioned previously, the Tri-State Regional Resource Institute decided after a series of meetings and interviews with RESA personnel, the director of the Institute, and attendance at the

monthly Institute Board of Trustees meeting to establish a moratorium until some of the problems that the Institute was encountering could be identified. The list of problems and the areas which were developed were presented to the Director and the Board of Trustees at their regular monthly meeting, August 22, 1973. The evaluation team did not wish to indicate at any time that the problems that were identified were actually operations that were non-existent in the operationalization of the Institute, but were areas that could have contributed to some of the problems that were currently being encountered and that decisions relative to the problem areas and future recommendations for how to improve these areas was entirely up to the Board of Trustees. The list of problems was as follows:

1. The relevance of needs identified by the Institute.
2. The method of establishing priorities to the needs.
3. Methods of communicating the needs that were identified.
4. Scheduling of programs to be offered by the Institute.
5. The motivation by industries and personnel to participate in the programs.
6. The cooperation of industry, educational institutions, labor, government, and RESA.
7. The establishment of Institute policies.
8. A feedback system which includes intra-industry, user-industry, and institution-industry.
9. The priorities of individual industries and the effect upon the institute programs.
10. The generalizability of programs among heterogeneous industries.
11. The ability of heterogeneous industries to identify a common core of management issues.

12. The relationships between industry, labor, education, government, and the Institute.

13. The multiplicity, duplication, and overlap of programs by adult education, industry, and the Institute.

14. Staffing of the Institute--The availability of a variety of experiences, knowledge, etc.

15. The size of the region--The variety of local needs, the degree of local talent, etc.

16. Mission of policies of the local educational institutions.

17. The relationship of the Institute and RESA--both formal and informal.

18. The role of the Board of Trustees with the RESA Board of Trustees, ARC, University of Maryland, both formal and informal.

Further investigation of the eighteen problem areas indicated that the eighteen issues might fall under five major areas. These areas were (1) planning, (2) cooperation, (3) management, (4) operational philosophy, and (5) communication.

Planning. Under this area were grouped needs identification, method of assigning priorities to the needs, generalizability of the needs, and duplication of the programs.

Cooperation. Program scheduling, motivation of the individual industries and/or persons to participate, institute-industry relationships, and identification of responsibilities of the Institute, industry, and RESA were placed under Cooperation.

Management. This category contained such issues as the definition of policies, the utilization of the staff, the decision making processes, and job descriptions.

Operational Philosophy. This area contained such issues as the resource allocation, the broker role of the Institute director, the leadership function of the Institute, the local policies of the schools, industry, labor, education, and government, and the exclusion of labor in the Institute program.

Communication. This category contains the feedback system, general communication from the Institute to the potential client groups.

After the identification of the five major areas of concern, the following recommendations were presented at the August 22, 1973 meeting of the Institute's Board of Trustees.

Under the category of Planning, it was recommended that the Institute should: (a) develop a needs identification model, (b) develop methods for priority identification, and (c) plan for improved interaction with the appropriate agencies.

Under the Cooperation category, the needs were: (a) define the responsibilities of the Institute, industry, and RESA, (b) to develop a reward system for industries and the individual participants, and (c) to provide a means of interaction with appropriate agencies.

Under the Management category, it was recommended that the Institute define the operational policies and practices of the Institute which were not part of the Constitution and By-Laws.

The same recommendation was made under the Operational Philosophy. It was recommended that they define the operational philosophies and practices of the Institute.

The recommendation made under the Communications category was for the Institute to develop and implement a two-way communication system between the Institute and the client groups.

It was also pointed out at that time, that the expertise necessary for the development and implementation of the need contained in the recommendations might not be available in the present membership. It was further recommended, however, that the Institute should, in that case, obtain the necessary expertise through outside consultants in order to develop, implement, and operationalize these recommendations.

Project Success in Meeting its Stated Objectives.

The objectives of the educational program for industry, business, and government have been previously stated. To reiterate, the objectives of this program were as follows:

1. To prepare a manpower development and training program to meet priority needs of industry, business, and government in the interstate growth area of Cumberland and Hagerstown.

2. To organize area policy groups to provide guidance and support.

3. To implement the plan through cooperation arrangements among educational institutions serving the region.

The first objective, to prepare a manpower development and training program to meet priority needs of industry, business, and government in the interstate growth areas of Cumberland and Hagerstown, has been partially met at this time. The fourteen program areas which were established by the Institute and presented earlier indicate that the objective was partially met. It should be pointed out at this time,

however, that the program areas were geared primarily toward industry needs and that business, government, and labor need to be included. It should also be pointed out that in the first year of operation, that the project was more of a regional than a tri-state nature.

The second objective, to organize area policy groups to provide guidance and support, has also been partially met. The nineteen member Board of Trustees has been appointed, and the publication of the Institute constitution and by-laws was published in January, 1972. A member of the evaluation team was present at the monthly Board of Trustees meeting and it was observed that of the nineteen member board, business was generally conducted with no more than seven or eight members. The policy group was to provide guidance and support to the Executive Director; thus it was the opinion of the evaluation team that the general lack of participation by some of the members of the board had hindered the operationalization of programs and Institute productivity.

The third objective, to implement the plan through cooperative arrangements among educational institutions serving the region, has also been partially met. In the ten programs that were presented by the Institute, it was observed that community acceptance had been marginal. This led to cancellation of seminars and low attendance at some of the others. Cooperative arrangements among the educational institutions- Allegany Community College, University of Maryland, Frostburg State College, and West Virginia University-were enhanced as members of the staffs of these four institutions were instrumental in conducting the programs.

Allocation of Function. The heart of the Institute can be found in the programs which it offers. There is always a possibility that Industry, Vocational Education which is conducted in the schools, and the Institute could be performing the same function. The Institute should center its activities on unique needs. It cannot function to provide a service which is a duplication of a program offered by Industry itself or by any of the other potential client groups. It should not serve to compete with industry or with vocational educational or with the community and four year colleges and universities in the area.

In the first year there was much emphasis placed upon servicing or providing programs for large industries to the exclusion of labor, small businesses, and government. If the Institute cannot serve a unique need in the areas of Industry, Business, Government, Labor, and Education, then the question must ultimately be answered: "Is there a need for the Institute?"

In summary, the Tri-State Regional Resource Institute Program for Industry, Business, Government, and Labor in its first year of operation seems to have had minimal success in meeting its stated objectives. If directions are presented and taken to eliminate problems that were identified by the RESA staff, the evaluation team, and the Institute staff, the Tri-State Regional Resource Institute could have a promising future in the Appalachian region.

UNIFIED PUPIL TESTING

Under the direction of Dr. Carleton A. Shore, the Unified Testing Program was originally planned by a committee composed of test supervisors in the three counties served by the Unified Testing Program. The program was initiated during the 1970-71 school year and was approved by the administrators of the three counties: Allegany, Garrett, and Washington.

The implementation of a basic core of a standardized testing program was developed by the Regional Test Committee and was successfully implemented in the public schools of Appalachian Maryland. It was determined that each school system would use the test information to meet its own needs. These needs included such items as homogeneous grouping, comparison of general ability with achievement, scheduling for specific courses due to interests and ability, curriculum changes, and specific guidance problems.

It was the intent of the Regional Test Committee and RESA personnel to implement the following objectives for the Unified Testing Program:

1. To develop a plan to provide a systematic and efficient method to collect, analyze, store, and present data on pupils.
2. To implement a basic core of a standardized testing program.
3. To provide interpretations of testing results which could lead towards educational accountability required by legislation.
4. To provide information to counselors and others necessary for career development and curriculum development.

The Unified Testing Program is under the direct leadership of RESA and the RESA office staff. The educational program coordinator is now Dr. H. Eugene Hall. Dr. Hall implements the program with the assistance of test supervisors in each of the three counties in which the program is being implemented. The supervisor of testing in each county is responsible for collecting the data.

Basic Core of Standardized Tests in Use.

The basic tests being utilized are the (1) Cognitive Abilities Test, (2) Iowa Test of Basic Skills, (3) Ohio Vocational Interest Survey, (4) Test of Academic Progress, and (5) Differential Aptitude Test.

The Iowa Test of Basic Skills and the Cognitive Abilities Tests are being utilized in grades 4, 6, and 8. In grade 9, the Test of Academic Progress is being utilized; the General Aptitude Test Battery has been added for the purposes of providing vocational guidance. At the initiation of the basic core of standardized testing, it was determined that an Item Analysis would be utilized for the purposes of scoring and reporting tests. In the interim, it was thought that the item analysis was too difficult to be understood by most teachers and instead the Group Item Analysis was substituted for all grade levels.

Pupil Testing.

The tests were given in October and November of 1971. The tests were administered to five grade levels. The Iowa Test of Basic Skills was given to 10,986 students in the fourth, sixth,

and eighth grades. The Cognitive Abilities Test was administered to 10,950 students, also in the fourth, sixth, and eighth grades. The Differential Aptitude Test was given to 3,762 students in the ninth grade. The Test of Academic Progress was given to 6,956 students in the ninth and eleventh grades, and the Ohio Vocational Interest Survey was given to 3,762 students in the ninth grade.

Cost Analysis.

Table VI indicates the expenditures of money received from the Appalachian Regional Commission, (Section 211 and Section 302) and local inputs. The period covered in this table is September 1, 1971 to December 31, 1972. Section 211 funds in the amount of $25,513.00 and Section 302 funds in the amount of $8,498.00 and local inputs of $14,469.00 account for the $48.480.00 expenditures. The bulk of this money was spent for the purchasing of instructional materials for the regional testing and scoring services provided for the Unified Pupil Testing program.

Operational Activities.

RESA was responsible for ordering all materials necessary for the Unified Testing Program. This included purchasing test booklets, score sheets, and the actual scoring of the tests. Pre-test and Post-test workshops were conducted by the RESA staff in each county for each school principal and the test administrators. A consultant from the testing company was responsible for conducting the workshops on a gratis basis. RESA was also responsible for packaging and transporting the test materials to the test counties.

Table VI

UNIFIED PUPIL TESTING BUDGET
September 1, 1971 to December 31, 1972

	Sec. 211	Sec. 302	Local	Total
1. Personnel	$ 7877	$ 3015	$ 1227	$12119
2. Consultants and Contract Services	1231	302	162	1695
3. Travel	735	257	174	1166
4. Space Costs & Rentals	1179	357	403	1939
5. Communications	353	86	46	485
6. Printing and Publications	912	224	120	1256
7. Instructional Materials				
a. Regional Testing	7623		5034	12657
b. Scoring Service	4343	3775	7107	15225
8. Personnel Benefits	1260	482	196	1938
TOTALS	$25513	$ 8498	$14469	$48480

Source: RESA Administrative Staff

During the period of the evaluation, the position of Program Coordinator for Educational Services was vacant. This necessitated using the RESA director, Mr. Allen, and the Coordinator for the Manpower Institute, Mr. Hawvermale, to insure that the testing materials were delivered in the designated time slots to Washington, Allegany, and Garrett Counties. This unfortunate problem caused a loss of time in taking Mr. Allen away from his duties as Executive Director of RESA and also in a loss of time to the Institute Program of which Mr. Hawvermale was Director and Executive Secretary.

Although this program functioned without the services of a coordinator for an extended period of time, this project was one of the most effective programs conducted by RESA in its first year of operation.

Client Group Opinionaire.

It was the opinion of the RESA staff, county testing coordinators, and selected counselors in the three county system that the Unified Testing Program was effective and successful. Some of the comments of those interviewed are as follows:

> "I would say it has been effective. The Group Item Analysis has been good for teachers. A great deal of the effectiveness of the Unified Testing Program had originally been due to Carleton Shore's involvement in it."

> "The test results have been used in all areas: curriculum and instruction, counseling and guidance, and placement of students. The schools have looked at the overall results and teachers are teaching toward the weak areas; so this has affected curriculum and instruction. For placement of students we look at the results of testing on the sixth grade level in placing those students in the junior high schools."

"There seems to have been much savings for materials."

"The program has been effective in that there has been a great improvement in Garrett County because previously all the tests were hand graded by us, whereas now this is not true."

"Testing scores and materials have been used as the reference point for sixth graders coming into the junior high school."

"The Unified Testing Program has been effective in letting us go to the 1971 norms for state testing; it has been effective in that sense, but it is not perfect."

"It has helped us in complying with the education accountability objective."

"We believe that for maximum effectiveness next year that a dual answer sheet should be utilized. This dual answer sheet would combine I.Q. with achievement on the same answer sheet. This would make a better utilization of the results than what we presently now have."

"The basic objective was to find and improve ways of instruction and to find a way in helping children; we believe we have done that."

Project Success in Meeting Its Stated Objectives.

It can be shown that all four of the stated objectives of the Unified Testing Program were met with a considerable degree of success. The first objective: To develop a plan to provide a systematic and efficient method to collect, analyze, store, and present data on pupils, was partially fulfilled. The method was efficient and systematic, but as presented earlier, the difficulty in the absence of the program coordinator caused some problems. Analysis did occur and the results were sent from the scoring services directly to the school system. Storing of the tests was done at a local level. This is one area that should be reviewed by RESA and some plans for storage

of test data should be coordinated within the RESA organization.

The second objective: To implement a basic core of a standardized testing program, was extremely successful. It is the opinion of the evaluation team that the tests selected by the projects are more than adequate for the plans of Washington, Allegany, and Garrett Counties.

The third objective: To provide interpretation of testing results which could lead toward educational accountability required by legislation, was just beginning during the evaluation. The accountability laws as set forth by the legislature should be able to be answered through the interpretation of the tests being used by the RESA project. It was pointed out later to the evaluation team that Dr. Hall had been to several meetings on accountability, and it was obvious that the RESA staff is making progress in answering the accountability aspects required by the Unified Pupil Testing Program.

The fourth objective: To provide information to counselors and others necessary for career development and curricular development, has been partially met. It was rather apparent from the opinions asked of those involved in the Unified Testing Program that much more time for planning and development resulted from the program, giving counselors the time which was normally spent in testing and scoring of tests on a local basis prior to the Unified Pupil Testing Program.

Recommendations for the Unified Pupil Testing Program.

It is recommended that the Unified Pupil Testing Program remain in the control of RESA. This is one project that should not

be "spun off" to a local county for coordination. It was pointed out that the scheduling of the testing in the school systems and among the systems was very complex, difficult, and time consuming. If this project were to be controlled by RESA, some of the problems resulting in the scheduling could be kept at a minimum.

Now that accountability is also a part of RESA and the Unified Pupil Testing Program, records kept in the RESA office would more easily lend themselves to analysis with the purpose of providing information relating to the accountability of this program.

It is also recommended that the test results from the scoring service be sent directly to RESA. This again will provide for supplying information related to accountability.

It is recommended that space be provided in the RESA office for storing test materials. This, too, would eliminate problems arising in the distribution of testing materials and provide for inventory control at a central location.

In order to completely meet the first objective of the Unified Pupil Testing Program, it is recommended that the RESA staff and the advisory councils look to the future and the possibilities of providing a computer service, a computer program, in order to collect, analyze, store, and present data on pupils participating in the Unified Pupil Testing Program.

It is finally recommended that the RESA staff continue to provide a pre-test and post-test workshop for the schools and county officials to insure that all people involved in the testing program

are working with the same set of instructions. This would bring to a minimum the problems that may be encountered on the local level.

FIRE SERVICE EXTENSION PROGRAM

The Fire Service Extension Program originated from discussions in 1971 between the RESA Executive Director, Mr. George Allen, and Dr. Wayne Hill, Allegany County Superintendent of Schools, and University of Maryland Administrators. University of Maryland officials expressed a desire to provide a regional training program for fire company personnel of both professional and volunteer status. As a result, the RESA office in Allegany county served as a classroom training center for the Fire Service Extension Program.

In February of 1972, Mr. Gene Carlson was appointed the Senior Fire Instructor of Western Maryland by the Fire Service Extension of the University of Maryland. This program would be housed in the RESA office in Cumberland, Maryland. An open house was held in the RESA office on February 29, 1972, and the announcement was made at that time that the Fire Service Extension Program would be offered through the RESA facilities. Over 100 firemen, fire officials, public leaders, school officials, and RESA staff attended the open house.

The Objectives of the Fire Service Extension Program.

The original objectives of the Fire Service Extension Program were as follows:

1. To bring the educational and training programs of the Fire Service Extension of the University of Maryland to volunteer and professional fire fighters in the region.
2. To provide a base of operations for a regional educational program designed to serve the fire departments of the area.
3. To serve as a communication link between the fire departments and the Fire Service Extension.

At the time of the evaluation in November, 1972, over 1,000 volunteer and professional firemen in Appalachian Maryland had received career training in all phases of fire fighting. These workshops and courses were conducted between the period of February and November, 1972. In addition to the Maryland region being served by the Fire Service Extension Program, it was also noted that over fifty firemen from adjacent counties in West Virginia and Pennsylvania participated in the training programs.

Project Success in Meeting its Stated Objectives.

It can be pointed out that all three objectives were met with great success. The RESA office in Cumberland, Maryland, provided an ideal central location to service Washington, Allegany, and Garrett counties, in addition to the surrounding counties in West Virginia and Pennsylvania. Although a project of this nature is unique to most RESA organizations, it can be pointed out that the participation of these surrounding firemen has given much visibility to the overall operations of the RESA program areas.

The arrangements made between RESA and the University of Maryland are of a successful reciprocal nature. In return for office space and the close proximity to the participants of the program provided by RESA, Mr. Carlson's salary is paid by the University of Maryland. This seems to be a very successful arrangement. The service provided by the Fire Service Extension Program was termed by the evaluation staff as an auxiliary service, and the only recommendation that the evaluation team would make in this respect

would be that the RESA staff incorporate the Fire Service Extension Program into one of the related areas under a specific program coordinator. This would insure that a program of this nature (auxiliary services) would definitely be under the auspices of the RESA organizational arrangement.

A suggested organizational realignment is presented in a following chapter in relation to the RESA operation and management.

EDUCATIONAL TELEVISION TASK FORCE PROGRAM

This program was based on a position paper titled, "The Creation of an Educational Television Task Force for Appalachian Maryland", presented in the final report dated January, 1972, as part of Appalachian Regional Commission Contract Number 70-66. The original purpose of the Task Force was to develop a feasibility plan for regional cooperation for the provision of Educational Television for Appalachian Maryland and the surrounding areas.

It was hoped that the development of such a plan and subsequent implementation would result in improvement in the quality and the diversity of education in the region. The improvement in education would be for public schools as well as for the general population. It was further hoped that the planned integrated regional approach would result in a reduction of the duplication in costs of an Educational Television Program.

The objectives of the Educational Television Program as originally stated were:

1. To identify and describe the curriculum areas best served to a statewide plan for educational television.
2. To develop and implement a plan utilizing statewide educational television capabilities through Channel 67, WMPB, CATV capabilities, and regional capabilities.

In subsequent coordination efforts with the Appalachian Regional Commission and the consulting contractor for the ETV Program, these original objectives were broadened to include needs and usage patterns, availability of hardware and software resources, identification

of system deficiencies, researching of historical data and developmental costs, and a plan for the phased implementation of an ETV system.

During the period between February 1972 and July 1972, the ETV Task Force Program was progressing very well. The Task Force was formed. There resulted a recommendation for the retaining of a consulting firm to assist in the development of the regional ETV plan. An initial proposal was accepted and approved from Vitro Laboratories in May. In July, the RESA Program Coordinator for Educational Services resigned, and the project was then reassigned as a part of Mr. Hawvermale's portfolio, who at the time was serving as Director and Executive Secretary of the Tri-State Regional Resource Institute.

Subsequent discussions between ARC, Vitro, and RESA resulted in October in a contractual agreement between RESA and Vitro Laboratories. This led to another resignation. In November, RESA was notified that the principal investigator on the ETV project had resigned. This led to a Vitro cancellation, and Operations Research Incorporated, the new employer of the principal investigator, sent their proposal which was received and approved by ARC and accepted by RESA. In December of 1972, Operations Research Incorporated supplied RESA with the finalized schedule of the study which was to begin in January of 1973 and to be completed by August of 1973.

The resignations of the Project Coordinator at the RESA office and a subsequent resignation by the principal investigator at Vitro resulted in an ETV Task Force Program delay. At the time of the evaluation, the ETV Task Force was making progress. There was some talk about the incorporation of the ETV Task Force findings with

the satellite program which was to be conducted; RESA was to be a participating agent in the satellite program. It would appear that subsequent developments in this area could provide a very promising future for the ETV and satellite program, which will be conducted through the auspices of the RESA organization.

It is the observation of the evaluation team that the ETV Task Force Project and the Manpower Institute Program would be too much to be properly conducted by one person. Assistance should be provided to Mr. Hawvermale to insure that both projects, which are very large in nature, are properly conducted. This is especially true if the ETV Program develops in the way that it appears to be heading. The satellite program, which results somewhat from the original ETV Task Force Program, will add a new dimension to the overall aim.

This project should have its own director. In the organizational realignment of the RESA staff, this project would be included in the portfolio of projects under the Coordinator for Higher and Continuing Education.

MISCELLANEOUS PROGRAMS

During the period of the investigation there were two programs conducted by RESA, which, due to the vacancy in the position of Program Coordinator for Educational Services, were begun and in progress but had to be relegated to a lower priority basis. These two projects were, (1) the Informational Support Services Program and (2) Personnel Sharing. These programs were properly planned by the RESA staff. The planning stage or operational activities were making progress, however, as pointed out, a complete evaluation of the programs was not possible.

Informational Support Services Program.

The original objectives of the informational support services program were: (1) To collect, organize, and disseminate pertinent statistical data relative to the factors affecting the human resources of Appalachian Maryland, and

(2) To prepare statistical data, in particular, the 1970 census data, to support the programs under RESA or to support special programs within school systems in the region.

Very little has been done to insure successful completion of objectives for this particular program. Some ground work had begun in negotiations with Potomac State College in Keyser, West Virginia. The cooperation of Mr. Ed Hartman, the Director of the Computer Center at Potomac State, was sought. Subsequent problems developed in the acquisition of tapes and facilities to conduct computer programs.

This is one program that should be maintained by RESA. As soon as the vacancy is filled in the Program Coordinator for Educational Services, this program should be assigned to this area. The information that could be derived from such a program has great implications for all programs currently being conducted by RESA.

Personnel Sharing Program.

At the inception of this program, a small committee under the direction of RESA was held primarily for the purpose of examination. The committee was to examine areas of instruction and supervision. The purpose was to identify those programs which were critically short of staff or which needed to be enhanced by sharing of personnel and/or training. They were also to examine the existing staffing patterns to see if by rearranging the scheduling or geographic assignments that some time might be made available for other systems. They were to examine existing training programs to see if these programs might be shared as a means of enhancing operations. The committee was designed to be a standing committee with RESA, and RESA would serve a continuous function on the committee. The findings and recommendations of the committee, which met on an ad hoc basis, were to be incorporated by RESA into a needs assessment model for the entire region.

The original objectives of the Personnel Sharing Program were as follows:

1. To identify areas of special expertise on the existing school staffs which are in critically short supply.
2. To devise ways for sharing such personnel among the three counties (Washington, Allegany, and Garrett).
3. To develop common teaching, training, etc. programs as a means for sharing resources.

Formal initiation of the personnel sharing committee was conducted at the June RESA meeting. The following were appointed by RESA to serve on the Personnel Sharing Program committee: Mr. Kenneth Twentey, representing the State Department of Education; Mr. Fred Otto, representing the Community Colleges; Dr. Eileen Steele, representing the four-year institutions; and Mr. Albert Ringer, representing the public school systems.

The committee reported to the August RESA meeting with the following areas developed as a needs assessment.

1. There is a need for leaders and/or administrators to effect change in classrooms for content and process. They should be assigned on a rational geographical or regional basis.

2. There is a need for coordinators in secondary education to develop innovations in teaching and to conduct demonstrations and seminars for teaching.

3. There is a need for floating teachers to assist in curricular content development with teachers.

4. There is a need for college speech teachers to assist the public schools in meeting the needs for speech teachers.

5. There is a need for foreign language coordinators.

6. There is a need to share specialized personnel in psychology, speech therapy, curriculum writers, computer personnel, and health educators.

The Project was subsequently shelved in the absence of a Program Coordinator. It is recommended that as soon as the Program Coordinator for Educational Services position is filled that this project be given to that person as a part of his portfolio.

It should be pointed out at this time that although these projects had some difficulty during the evaluation and during the first year of operations for RESA, that the entire RESA organization at one time during that evaluation period was being run by two men,

Mr. Allen and Mr. Hawvermale. The vacancy in the position of Program Coordinator for Educational Services caused much concern, and the RESA organization should be complimented on their ability to prioritize the programs under the auspices of RESA and continue to function as though they were fully staffed. Projects of this nature are important to the overall functioning of RESA, and the RESA staff should incorporate and continue these programs at their earliest convenience.

RESA OPERATIONS AND MANAGEMENT

Chapter II presents a brief history of the Appalachian Maryland Educational Service Agency. This chapter will detail the operational and management aspects of RESA in its first year of operation. The specific problem areas will be detailed and a proposed organizational realignment will be presented.

RESA Objectives.

The primary objectives of the overall RESA organization are:

1. To plan and coordinate regional organizational projects in Appalachian Maryland.
2. To establish policy and procedure for regional educational projects placed under their purview.
3. To advise the authorities on projects to meet additional needs of the region.
4. To assist project staff in obtaining in-house staff support, materials, and equipment, and to identify areas needing special study, research, or support.
5. To foster cooperation among all educational agencies and organizations concerned with the needs of the people in this region.

The Regional Educational Service Agency of Appalachian Maryland is a voluntary cooperative of public educational institutions serving Allegany, Garrett and Washington Counties, and those regional and state agencies or organizations concerned with human development in the three counties.

Figure 1 presents the organizational flow chart of RESA.

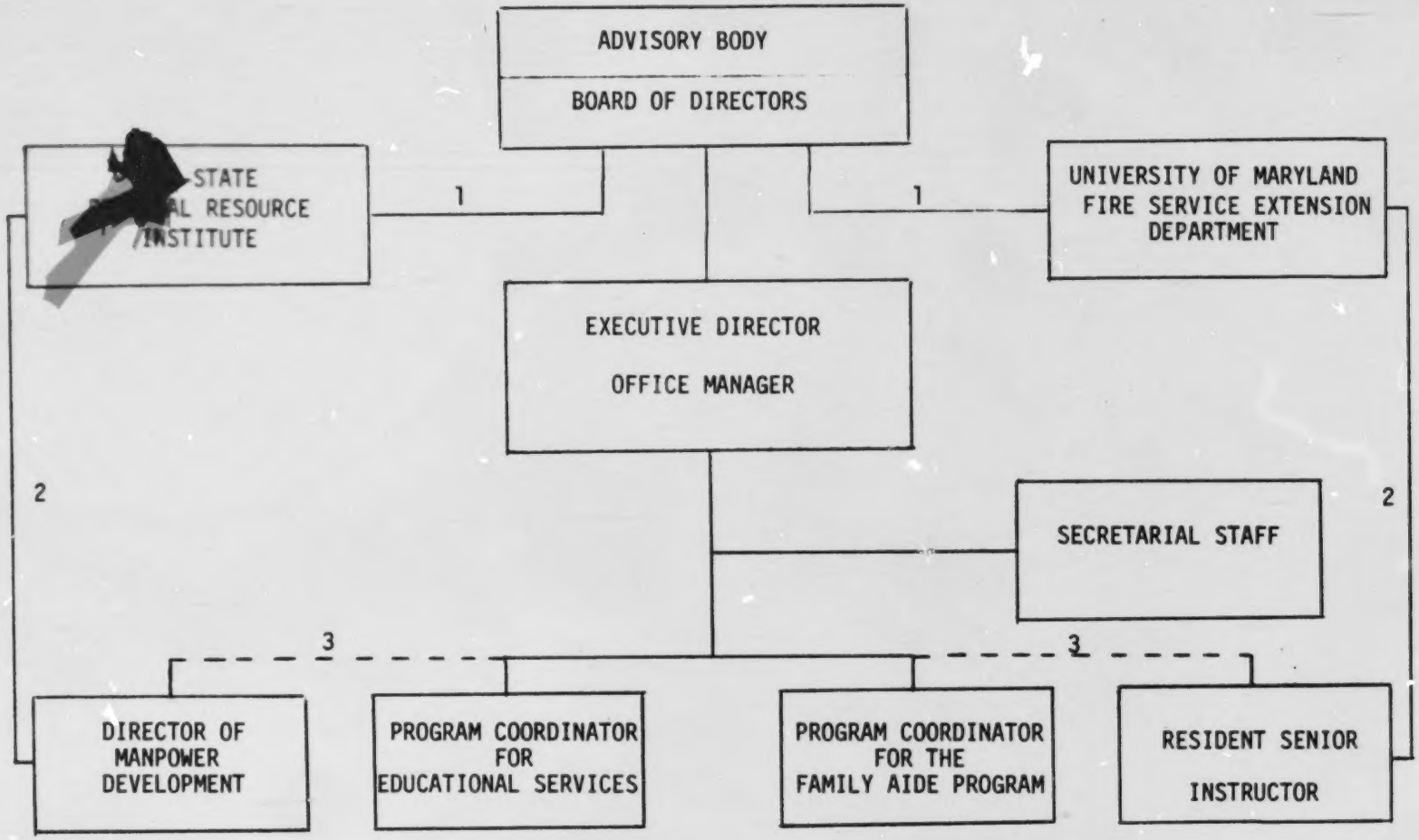


Figure 1

THE REGIONAL EDUCATION SERVICE AGENCY OF APPALACHIAN MARYLAND

1. Memorandum of understanding regarding common policy, reciprocal representation, staffing, administrative support, etc.

2. Policy direction and program supervision.

3. Coordination and administrative support.

The Advisory Body is made up of representatives of the Boards of Education (Allegany, Garrett, and Washington), the community colleges (Allegany, Garrett, and Hagerstown), Frostburg State College, the University of Maryland, and others concerned with human development at the federal, state, and regional level. Some of the other organizations represented in the Advisory Body are the Maryland State Department of Education, Maryland Department of Economic and Community Development, the Appalachian Regional Commission, Maryland State Department of Planning, the Health Planning Council of Appalachian Maryland, Western Maryland Area Library, the Tri-State Regional Resource Institute, the Tri-County Council for Western Maryland, and the Regional Office of Childhood Development.

The RESA Board of Directors is made up of the chief executives of the Boards of Education in Allegany, Garrett, and Washington Counties, the president of Allegany Community College, Garrett Community College, and Hagerstown Junior College, and the president of Frostburg State College. The Board of Education of Allegany County serves as the legal and fiscal agent for the activities. This arrangement will change when RESA gains its separate entity. All decisions and policies are determined by the Board of Directors.

The RESA office is located in Cumberland, Maryland, under the supervision of the Executive Director, Mr. George Allen. The office staff consists of an office manager, an accountant, an assistant purchasing agent, and the secretarial staff. The purchasing agent

is housed at the Washington County Board of Education office and works directly with the Joint Purchasing Program.

RESA staff also has three Program Coordinators: One in the area of the Family Aide Program; one in the area of the Tri-State Regional Resource Institute; and one Program Coordinator for Educational Services. At this time, Mr. Anthony South is the Program Coordinator for the Family Aide Program; Dr. H. Eugene Hall is the Program Coordinator for Educational Services. The Director of the Manpower Development under the Tri-State Regional Resource Institute Program was recently left vacant after the resignation of Mr. Joseph Hawvermale. In addition to the Program Coordinators, Mr. Gene Carlson serves as the Resident Senior Instructor out of the University of Maryland Fire Service Extension Department.

As Figure 1 indicates, the Tri-State Regional Resource Institute and the University of Maryland Fire Service Extension Department serve the Advisory Body and Board of Directors through a memorandum of understanding regarding common policy, reciprocal representation, staffing, and administrative support. The Tri-State Regional Resource Institute serves the Director of the Manpower Development in policy direction and program supervision. The University of Maryland Fire Service Extension Department serves Mr. Carlson, the Resident Senior Instructor, in coordination and administrative support for the Fire Service Extension Program.

The Advisory Body meets on a monthly basis and has had much success in maintaining a high level of attendance by all participating parties. The Board of Directors meets on an irregular

basis. It should be pointed out, however, that members of the Board of Directors or their representatives attend the regular meetings; most actions or recommendations that are presented by the Advisory Body are accepted by the Board of Directors. If critical decisions are mandated and signatures of the members of the Board of Directors are necessary, each member is individually contacted by the Executive Secretary or a Board Meeting is called.

The monthly meetings of the Advisory Body are rotated among the three counties and the institutions. The monthly host is then responsible for providing the meeting place for the Advisory Body. The agendas for the monthly meetings and the minutes of previous meetings are mailed to the Advisory Body in advance.

Program Planning and Development.

The operational programs in the first year of operation were those programs approved by the Board of Directors contained in the comprehensive plan for the Regional Educational Service Agency of Appalachian Maryland. These programs and subsequent programs to be maintained by RESA are designed to meet the following criteria: they must be multi-county, multi-institutional, and demonstrative. The agency makes every attempt to avoid programs that are unique to only one or two of the school systems unless there is some overriding factor which requires RESA to participate.

The priority system developed by RESA in its selection of program areas is begun by an analysis of needs. The analysis of needs is followed by a "sift and sort" analysis for interim selection of

programs. The interim selection is based upon the commonality of the problems or the needs that were identified, feasibility of providing for said need, degree to which early implementation of the program could take place, the degree of priority of the need, requirements by law, any anticipated requirement, and the desirability of the program. The interim selection is followed by the judgment of the Advisory Council and finally the adoption by the Board of Directors.

The annual allocation of Section 211 funding has followed the above steps. As soon as the state allocation is known, the agency staff requests the identification of programs that need to be maintained and the new priority needs. These are assembled by RESA and reviewed by the State Director of Vocational Education for eligibility and by the Advisory Body for comments. The Board of Directors then reviews the package and recommends the final project package to be submitted to the Appalachian Regional Commission through the local development district. The review by the Appalachian Regional Commission and Department of Health, Education, and Welfare constitute the basis for the funding proposal.

Public Information and Education.

The agency maintains constant contact with the news media; the activities are well reported by the local newspaper and to a limited extent on television and radio. In addition, agency members and staff are constantly seeking the opportunity to make the activities known to the school staff, state agencies, civic groups, and the general

public. Attempts to gain visibility in its first year of operation included an Appalachian and vocational education in-service meeting; Community University Day; the open house for the Fire Service Extension Program; State Superintendents Meeting; "This We Believe", a radio program; and various civic club presentations.

Maintenance of Effort.

RESA depends on local and state financial support and inter-governmental relations. A memorandum of understanding with the Tri-County Council of Western Maryland has established a formal relationship that is desirable and required for a comprehensive approach to development of human, economic, and physical resources of the area. Enabling legislation in the 1973 session of the Maryland General Assembly, House Bill 346, will permit RESA to organize as a separate entity. This bill was prepared by Mr. Harry Lerch, legal council to RESA, in cooperation with the State Department of Education. The bill recognizes existing law but adds to existing law the best features of RESA legislation from other states, especially Kentucky. This bill has permitted the Appalachian Maryland RESA to become a legal or administrative entity as required by the Appalachian Regional Commission funding policy and to meet the concern of the Board of Directors. This activity began early in the planning days of RESA when discussions were held with the late Dr. Robert Eisenberg. It continued with clear direction from the Board and the retention of Mr. Lerch. This expected enactment of the legislation enabled RESA to begin operations as a legal entity in January, 1974.

Financing RESA.

Table VII provides data relative to spending and acquisition of funds for the period September 1, 1971 - December 31, 1972.

The Appalachian Regional Commission, Sections 211 and 302, provided $189,928.00 of the $236,640.95 total budget. The remaining $46,712.95 was provided by local client groups. ARC funds provided 80.3 per cent of the total budget. ARC 302 funds accounted for $56,032.00, or 23.7 per cent of the total budget; ARC 211 funds accounted for $133,896.00, or 56.6 per cent. Local funds comprised the remaining 19.7 per cent.

Salaries of RESA personnel comprised a total of $84,255.88 or 35.6 per cent of the total budget. All other expenses, as listed in Table VII, amounted to $152,385.07, or 64.4 per cent of the total budget. A direct cost attributed to "other expenses", however, was personnel benefits. This amounted to an additional $10,109.36, which makes the total expended for personnel $94,365.24, or 39.9 per cent of the total $236,640.95 budget.

Other expenditures included:

Consultant and Contract Services	$ 18,785.82
Evaluation	19,924.00
Printing and Supplies	4,505.78
Travel	3,616,15
Instructional Materials	31,354.25
Communications	4,159.85
Space Costs	8,783.39
Equipment	5,028.98
Inservice Training	17,512.03
Vocational Counseling and Placement	11.80
Grand Total (Excluding Personnel Benefits)	$113,682.05

TABLE VII

FINAL FINANCIAL STATEMENT

FOR PERIOD SEPTEMBER 1, 1971 - DECEMBER 31, 1972

	ARC 302[1]	LOCAL[2]	ARC 211[3]
Salaries			
Director	$ 6,750.00	$ 3,375.00	$ 12,375.00
Program Coor. G.	5,621.49	1,833.10	4,766.05
Program Coor. MD	797.70	2,393.10	12,763.20
Program Coor. FA	1,458.80	547.05	1,641.15
Purchasing Agent	7,926.00	-0-	1,399.00
Adm. Secretary	2,579.88	997.76	3,122.93
Secretaries	5,543.49	1,890.11	6,475.07
Total Personnel	$30,677.36	$11,036.12	$ 42,542.40
Consultant & Cont. Services	1,878.80	14,305.82	2,601.20
Evaluation	2,191.64	1,394.68	16,337.68
Printing & Supplies	1,255.88	958.63	2,291.27
Travel	1,310.06	492.82	1,813.27
Instruction Materials			
Regional Test. & Test. Serv.	3,775.00	13,032.40	11,482.87
Other (Inst. Materials)	572.73	493.10	1,998.15
Communications	1,138.14	654.44	2,367.27
Space Costs	2,526.72	1,090.00	5,166.67
Equipment	1,524.58	1,740.97	1,763.43
Personnel Benefits	3,290.09	1,513.97	5,305.30
In-Service Training	-0-	-0-	17,512.03
Vocational Counseling & Place.	-0-	-0-	11.80
Obligations as of December 31, 1972	5,891.00		22,702.66
Total Other Expenses	$25,354.64	$35,676.83	$ 91,353.60
Grand Total	$56,032.00	$46,712.95	$133,896.00

Total All Expenses $236,640.95

[1]ARC 302 Contract No. 72-43/RP-230
[2]Matching 302 Monies
[3]ARC 211 Contract, 310 NP, Control No. 13, 100100 - Appalachia

Source: RESA Office Staff

Staffing Problems.

Staffing presented a particularly acute problem during the evaluation period. The delay in filling the position of Program Coordinator for Educational Services was extremely critical. At one time during the evaluation, most of the projects being conducted by RESA were coordinated by the Executive Director, Mr. Allen, and by the Director of the Manpower Development Program, Mr. Hawvermale. Although the organizational chart indicates four coordinators, it should be pointed out that the Resident Senior Instructor for the Fire Service Extension Program worked only with that program, as did the Program Coordinator for the Family Aide Program. This left only Mr. Hawvermale and Mr. Allen to coordinate the eight other existing programs beging conducted by RESA. In addition, Mr. Hawvermale was serving as Director and Executive Secretary of the Institute. Resignations in the areas of Office Manager and the secretarial staff created similar problems. At the present time, however, all positions have been filled with the exception of the recent resignation of Mr. Hawvermale as Director of Manpower Development.

Organizational Problems.

As Figure 1 indicates, a direct organizational line from the Advisory Body and the Board of Directors--to the Executive Director--to the program coordination areas is separated by the addition of a Tri-State Regional Resource Institute and the University of Maryland Fire Extension Department. The Fire Service Extension Program worked very well under this arrangement. However, the Tri-State Regional Resource Institute, as pointed out in Chapter IV, had numerous problems. The addition of the Tri-State Regional Resource Institute

Board of Directors, working through the Advisory Body and the Board of Directors of RESA, and the position occupied by Mr. Hawvermale as the Director and Executive Secretary caused some concern to the RESA organization. A problem existed in that Mr. Hawvermale saw his duties as one of "a broker's role". This problem was aggravated by the vacancy left in the area of Program Coordinator for Educational Services. In addition to this, Mr. Lee Buehler, the assistant purchasing agent, was housed at the Washington County Board of Education office, Mr. Buehler was working directly with the Joint Purchasing Program operating in Allegany and Washington County to the exclusion of Garrett County. By providing a central office for Mr. Buehler at the RESA office in Allegany County, the Joint Purchasing Program could function to service all three counties.

If one reviews further the coordination areas in the organizational alignment of the RESA staff, it can be pointed out that in reality three of the program areas are responsible to only one program being conducted by RESA. The Director of Manpower Development was responsible only to the Tri-State Regional Resource Institute. The Program Coordinator for the Family Aide Program worked directly with only the Family Aide Program, and the Senior Resident Instructor for the Fire Service Extension Program was responsible to that program only. As a result it was conceivable that any and all remaining projects would fall under one Program Coordinator, the Coordinator for Educational Services. In reality, there are three Program Directors and one Program Coordinator. This places a tremendous

burden for the possible number of projects or programs that might fall under the one area. As presented earlier, one can realize why such problems and difficulty developed when the office of the Program Coordinator for Educational Services was left vacant.

Proposed Reorganization.

Figure 2 represents a proposed RESA organizational realignment. It is recommended that the RESA Advisory Council and the RESA Board of Directors review and adopt the proposed reorganization.

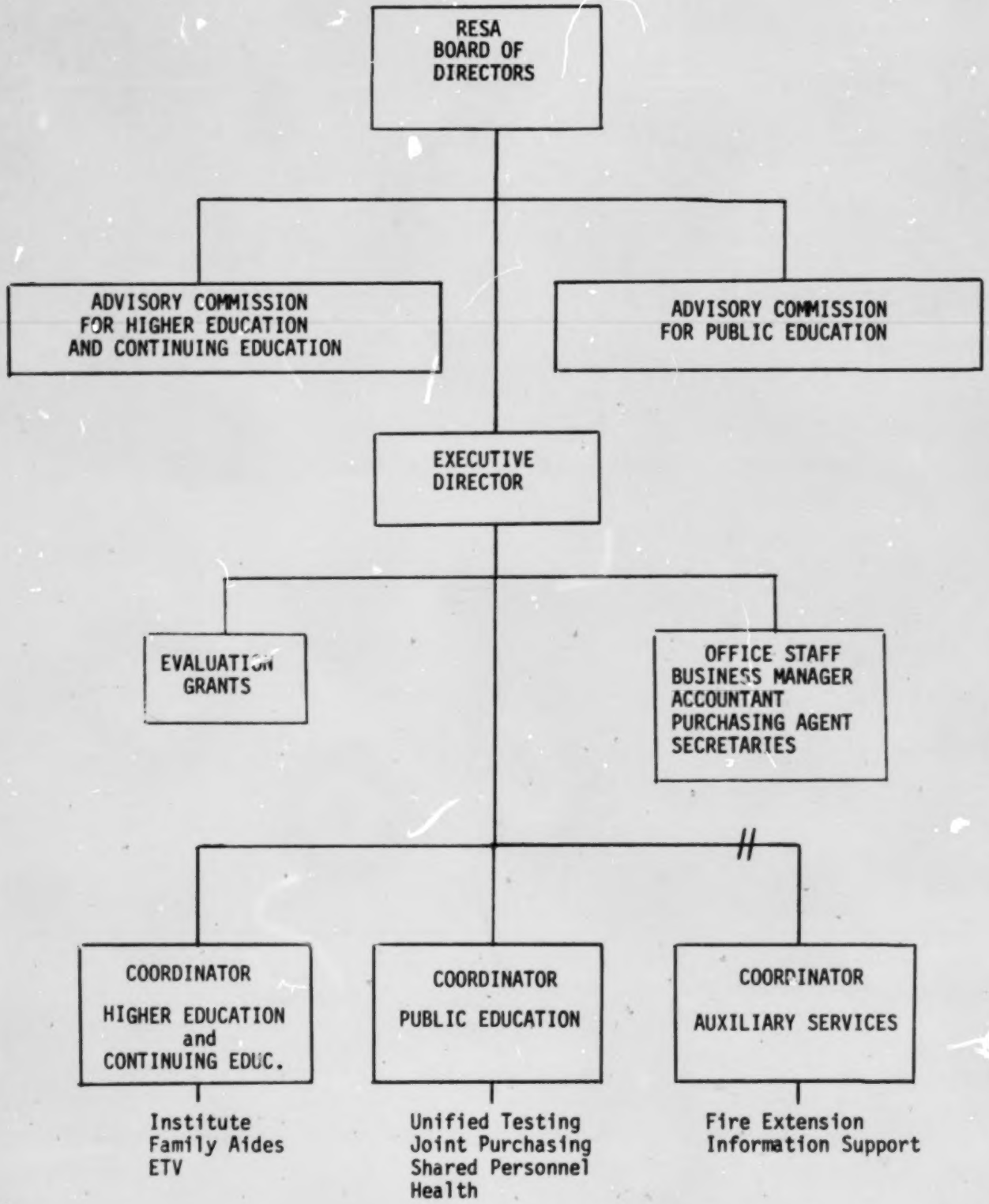
The RESA agency would still function under a Board of Directors. There is no recommended change in the existing Board of Directors.

It is recommended that two Advisory Commissions be formed. The present RESA operations can be divided into two major areas: (1) Public Education, consisting of Allegany, Garrett, and Washington Counties and (2) Higher and Continuing Education, represented by Allegany Community College, Garrett Community College, Hagerstown Junior College, Frostburg State College, and the University of Maryland.

The function of the Advisory Commission would be primarily in the area of short-range and long-range planning. The commission should consist of personnel experienced in the area of planning development. For example, the Directors of Institutional Research at each of the Community Colleges, Frostburg, the University of Maryland, and others with similar backgrounds should be on the Advisory Commission. The remaining members of the individual Advisory Commissions should

Figure 2

PROPOSED RESA ORGANIZATIONAL REALIGNMENT



consist of people who represent an interest in the program areas which have been assigned to the portfolio of the individual Coordinators.

It is further recommended that each Advisory Commission be assigned a Coordinator. The Coordinator would function to develop and maintain a liaison between RESA and the respective client groups. As Figure 2 points out, the programs functioning now in RESA which should be assigned to coordinator areas at this time are as follows: The Coordinator of Higher and Continuing Education would service the Institute Program, Family Aide Program, and the Educational Television Task Force Program. The Coordinator for Public Education would service the programs in Unified Testing, Joint Purchasing, Shared Personnel, and the recently added Health Program. The broken line on the chart represents an additional Coordinator at a future time in the RESA organization. At the present time, the Fire Service Extension Program can be labeled an Auxiliary Service provided by RESA, just as the Information Support Service Program was designed to be. Until such a time in the future that the number and depth of programs which fall into an Auxiliary Service category is realized, it would be recommended that these programs be added to the portfolio of the Coordinator for Higher and Continuing Education, in that these programs exhibit the close proximity of providing service to these areas. In the future, if more programs of this nature are developed under the jurisdiction of RESA, it would be advisable to consider an Advisory Commission and a Coordinator of Auxiliary Services.

In addition, the organizational chart, as presented in Figure 2, contains a position for evaluation and grants. It is recommended that the RESA Board of Directors and Advisory Body consider a position of this nature. In that RESA is now a separate entity, it is important that the RESA staff maintain someone with expertise in evaluation to assist in evaluating the on-going projects, to supervise on-going self-evaluation, and to have some knowledge of grant writing to provide this necessary service to the RESA agency.

It is further recommended that the RESA Board of Directors, in concert with the Advisory Commission for Higher and Continuing Education or the Advisory Commission for Public Education, determine whether or not any proposed program is broad enough to merit its own Director. At this time, each of the projects under the proposed organizational realignment in the area of Higher and Continuing Education has its own director: the Institute, Family Aide Program and the ETV Task Force Program. These projects are large enough to merit separate directors, but should still be placed in a coordinator portfolio. Similar decisions in relation to Unified Testing, Joint Purchasing, and Shared Personnel Programs should be made. On occasion, again at the discretion of the RESA Board of Directors, it may be advisable to hold a joint Advisory Commission meeting. In fact, a joint Advisory Commission meeting would insure that the RESA organization avoids becoming fragmented along two lines

It is recommended that the RESA Board of Directors review its operational philosophy. The present "spin off" philosophy could result

in fragmentation and eventual loss of an entire program. It would be recommended that the "spin off" philosophy be used only under the following conditions: (1) a certainty exists that the program can effectively and economically be operated by a local county; (2) that certain statutory limitations decree that the program be given to a local responsibility upon completion of a demonstration; and (3) that in the discretion of the RESA Board of Directors a project can be more effectively managed at the local level.

Replicability of RESA.

It is the expressed opinion of the evaluation team that the RESA agency should be replicated across the country. It has been shown that the Unified Testing Program and the Joint Purchasing Program in this RESA show great probability of saving tremendous amounts of money for local agencies. A RESA agency can better coordinate vocational education programs and funds. The Appalachian Maryland RESA has shown a successful articulation of elementary, secondary, and post-secondary programs.

Inherent in any program of this nature are problem areas. The experiences of the Appalachian Maryland RESA in regionalism suggest several potential operational problems which any RESA, and especially a new RESA, should take into account. The RESA staff offers the following potential problem areas.

1. The differentiation between regional and local programs or functions.

2. A tendency to use the area and organizations within the immediate locale of the center as typical of the entire region.

3. An over concentration of contracts with agency or institutional personnel close to the locale of the center.

4. An easier access of clientele in the immediate locale of the center operations may result in an unbalanced programming.

5. A regional identity is difficult to establish if closely associated with a local agency.

6. A tendency of staff to stay at home.

RESA EVALUATION

PART II

THE REGIONAL EDUCATION SERVICE AGENCY OF APPALACHIAN MARYLAND ON-GOING SELF-EVALUATION MODEL

PROGRAM EVALUATION AND ACCOUNTABILITY

A major challenge confronting the educational institution is that of determining the impact of its planned programming efforts in effecting desired behavioral changes in its publics. The total system and its individual subsystems must be continually sensitive to and committed to the concept of accountability. To achieve this end, every subsystem within the organization must perfect and utilize valid methods for pinpointing and collecting evidences in relation to the program objectives.

The continuous evaluation of its programs in relation to results attained or being attained is of first priority to the RESA system. There are several reasons for engaging in program evaluation. A major reason is to use these evaluative findings to modify, revise, and/or redirect program inputs for present or future program cycling. These findings may reveal that the objectives need clarifying, or that the needs of target publics require further amplification, or that more time is needed, or that the teaching learner strategies need to be changed and/or modified.

A second major use of program evaluative findings is to examine the viability and effectiveness of the total system. The renewal of the system in terms of structure and key management processes may be necessary in order for effective fulfillment of its mission. Advisory commissions, coordinators, directors, and administrators have complimentary roles to perform in accomplishing this on-going task.

The accurate reporting of program results is of a continuing nature. RESA's public must be continually apprised of the successes and failures of the system. This is particularly true of the learners, leaders, systems, and other key publics. In addition, means must be devised and implemented for reporting program results to the system's funding agencies.

RESA must be continually cognizant of its mission and its responsibility to the public. That is, the RESA system must ever be prepared to account to its legislative bodies for its programs and to justify the confidence and support accorded it by these lawmaking and policy formulation groups. In maintaining and improving the standards set forth by RESA, it is imperative that everyone concerned throughout the RESA system continually examine the results of his or her efforts.[1]

The Appalachian Maryland RESA On-Going Self-Evaluation Model.

Part II is subdivided into three sections. The first section presents a model for program building and program monitoring; the second section takes each program and breaks it down into objectives for the evaluation of individual programs within RESA; and section III presents an evaluation model which will allow RESA to evaluate itself as a system comprised of various subsystems.

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[1]This introduction was rephrased from a pamphlet authored by E. J. Boone, R. J. Dolan, and R. W. Shearon from the Department of Adult and Community College Education, North Carolina State University, Raleigh, North Carolina, June, 1971. The pamphlet was titled Programming in the Cooperative Extension Service: A Conceptual Schema. The information in part can be found on pages 14-17.

A Model for Program Building and Program Monitoring.

Presented herein is a global model for program building and program monitoring. In preparing the model, it was assumed that the participants in this agency are responsible for developing a wide variety of specific programs, thus, a highly specific model would be most inappropriate. It is the responsibility of the area coordinators and project directors, under the direction of the Director of Evaluation and Grants, to apply the global model to their respective areas of expertise.

The primary purpose of the model is to assist the advisory commissions, area coordinators, and project directors in understanding the basic procedures in developing a relevant program. It is being assumed that with the knowledge of the intricacies in program building, the program builder may become more proficient in carrying out his responsibilities. It is only through the analysis and subsequent synthesis of the program building and monitoring concepts that progress can be made in developing a viable and relevant system.

A second purpose for the presentation of the global model is to stimulate the advisory commissions, area coordinators, and program directors in reviewing and evaluating the programs in which they hold responsibility for implementation. This purpose is based on the assumption that with added insights into one's programs, one is able to progress in meeting the contemporary educational needs of the client groups served by the Regional Educational Service Agency of Appalachian Maryland.

The RESA staff will recognize that the global model presented herein has certain gaps and/or omissions, especially as related to the concept of specificity. The purpose of the gaps and/or omissions is to allow for local inputs and/or modifications of the global model to meet the respective needs of individual programs and subsequent programs.

The model is followed by an outline which provides suggested operations under each major heading within the model. The major headings are identified by the numerals 1 - 8.

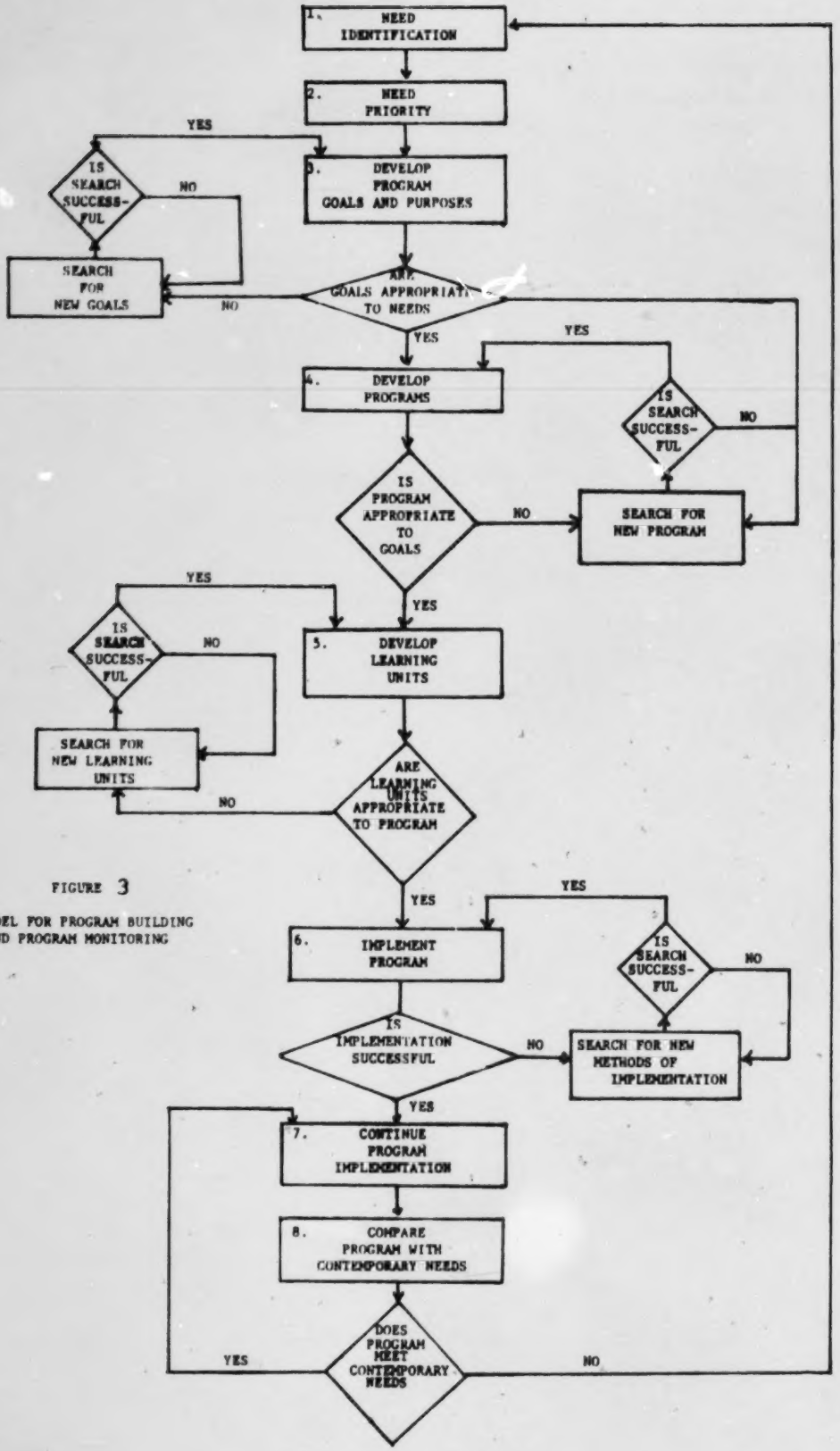


FIGURE 3

A MODEL FOR PROGRAM BUILDING AND PROGRAM MONITORING

1. NEED IDENTIFICATION

How are needs identified?

a. Survey of the environment
b. Opinions of leaders and/or leadership positions
c. Opinions of public/private/professional organizations
d. Opinions of political leaders
e. Opinions of legislative/governmental bodies
f. Unobtrusive measures
g. Legislative/statutory regulations
h.
i.

How is authenticity of need identification data validated?

a. Job and/or certification requirements
b. State/Federal legislation
c. Goals of the organization
d. Goals of community
e. Goals of region
f.
g.

2. NEED PRIORITY

What variables are utilized in priority ranking process?

a. Job skill development
b. Economic benefits
    i. individual
    ii. community
    iii. region
    iv. state
    v. nation
    vi. organization
c. Goals of the organization
d. Goals of the individual
e. Goals of the region
f.
g.

How is the priority ranking process constrained?

a. Time
b. Availability of resources (material, human, etc.)
c. Goals of the organization
d. Authenticity of the data
e. Sequency of events/deadlines
f. Political consequences
g.
h.

3. DEVELOP PROGRAM GOALS AND OBJECTIVES

What is the foundation for program goals and purposes?

a. Identified needs
b. Ranking of needs
c. Interpretation of needs
d.
e.

How are program goals and purposes stated?

a. Degree of specificity
b. Language of goal statements
c. Evaluation
d.
e.

4. DEVELOP PROGRAM

What are the fundamental factors in program development?

a. Philosophical foundation
b. Learner characteristics
c. Learning units
d. Available resources
e. Learner evaluation model
f. Program evaluation model
g. Delivery system
h.
i.

5. DEVELOP LEARNING UNITS

What are the fundamental steps to developing Learning Units (LU)?

a. Development of measureable objectives of each LU
b. Identification of specific material/concepts/ factors, etc. to be learned in each LU
c. Identification of most appropriate method(s)/ technique(s) to present variables identified in b, above
d. Generation of appropriate learner evaluation model, e.g., paper and pencil test, monitoring of learner behavior, unobtrusive measures, etc. for each LU
e. Identification of appropriate instructional model
f. Development of a total system with all elements integrated
g.
h.

6. IMPLEMENT PROGRAM

What guides the implementation of the program?

a. Philosophy
b. Sequency of events
c. Articulation between/among LU's
d.
e.

What constrains the implementation of the program?

a. Goal transformation
b. Change in environment
c.
d.

7. CONTINUE PROGRAM IMPLEMENTATION

Was it successful when previously used?

a. Learner behavior modification
b. Success in meeting identified needs
c.
d.

8. COMPARE PROGRAMS WITH CONTEMPORARY NEEDS

How can contemporary needs be continuously monitored?

a. Antenna system
b. Sensitivity to environmental changes
c.
d.

How can the program remain relevant?

a. Feedback System
    i. environment
    ii. learner
b. Continuous monitoring of needs
c.
d.

Objectives for Management and Objectives for Program Objectives.

The second section of the on-going self-evaluation model provides sets of objectives to be used in the evaluation of the programs under RESA jurisdiction. A separate itemization is provided for each program that was functioning under RESA in its first year of operation. For the most part, there were ten major objectives provided for a particular program evaluation. They are as follows:

1. To determine the number and variety of agencies that participate in a particular program.
2. To determine the number and variety of client groups that were served by that particular program.
3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs for that program.
4. To determine the systematic administrative procedure to utilize in managing a particular program.
5. To determine the budgetary policies, procedures, and allocations for the particular program.
6. To determine the number and variety of inputs into the program.
7. To identify the specific objectives of the program.
8. To determine the relationship of that program to the overall RESA objectives.
9. To determine the program success in meeting its stated objectives.
10. To determine the methods/procedures employed to monitor each program.

Following the stated objectives of the evaluation will be a proposed method to most readily answer the questions presented in the objectives. Questionnaires, interview guides, inventory

check lists, document search, observation, identification inventory, and research team analysis or evaluation team analysis were suggested as possible means of getting the information. Also included in the graphic schema is what the evaluation team termed the best source of data and an area for a proposed time table. A specific guide-line and breakdown is provided for each program.

Appendix A provides suggested interview guides to be utilized with individual programs contained in this section of the evaluation.

Joint Purchasing

A. Objectives for Management

1. To determine the number and variety of agencies that participate in JP.

2. To determine the number and variety of client groups that are served by JP.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the JP program.

5. To determine the budgetary policies, procedures, and allocations for the JP program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the JP program.

2. To identify the specific objectives of the JP program.

3. To determine the relationship of the JP program to RESA objectives.

4. To determine JP Program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the JP program.

JOINT PURCHASING

Objectives for Evaluation	Methods or Means for Data Collection	Source of Data	Time Table
A-1	JP VI	RESA	
A-2	JP VI	RESA	
A-3	JP II	RESA	
	JP IV	RESA	
	JP V	RESA	
	JP VI	RESA	
A-4	JP IV	RESA	
	JP V	RESA	
	JP VI	RESA	
A-5	JP II	RESA	
	JP IV	RESA	
	JP V	RESA	
B-1	JP VI	RESA, participating	
	JP IV	agencies, client groups	
B-2	JP II	RESA, participating	
	JP IV	agencies, client groups	
B-3	JP II	RESA	
	JP IV	RESA	
B-4	JP I	Client groups, RESA,	
	JP IV	participating agencies	
B-5	JP II	RESA	
	JP V	RESA	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Unified Testing

A. Objectives for Management

1. To determine the number and variety of agencies that participate in UT.

2. To determine the number and variety of client groups that are served by UT.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the UT program.

5. To determine the budgetary policies, procedures, and allocations for the UT program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the UT program.

2. To identify the specific objectives of the UT program.

3. To determine the relationship of UT programs to RESA objectives.

4. To determine UT program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the UT program.

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
A-1	UT VI	RESA	
A-2	UT VI	RESA	
A-3	UT II	RESA	
	UT IV	RESA	
	UT V	RESA	
	UT VI	RESA	
A-4	UT IV	RESA	
	UT V	RESA	
	UT VI	RESA	
A-5	UT II	RESA	
	UT IV	RESA	
	UT V	RESA	
B-1	UT VI	RESA, participating	
	UT IV	agencies, client groups	
B-2	UT II	RESA, participating	
	UT IV	agencies, client groups	
B-3	UT II	RESA	
	UT IV	RESA	
B-4	UT I	RESA, participating	
	UT IV	agencies, client groups	
B-5	UT II	RESA	
	UT V		

CODE:

I Questionnaire
II Interview Schedule
III Inventory Checklist
IV Document Search
V Observation
VI Identification Inventory
VII Research Team Analysis

Tri-State Regional Resource Institute

A. Objectives for Management

1. To determine the number and variety of agencies that participate in TSR.

2. To determine the number and variety of client groups that are served by TSR.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the TSR program.

5. To determine the budgetary policies, procedures, and allocations for the TSR program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the TSR program.

2. To identify the specific objectives of the TSR program.

3. To determine the relationship of TSR program to RESA objectives.

4. To determine TSR program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the TSR program.

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
A-1	TSR VI	RESA	
A-2	TSR VI	RESA	
A-3	TSR II	RESA	
	TSR IV	RESA	
	TSR V	RESA	
	TSR VI	RESA	
A-4	TSR IV	RESA	
	TSR V	RESA	
	TSR IV	RESA	
A-5	TSR II	RESA	
	TSR IV	RESA	
B-1	TSR VI	RESA, participating agencies, client groups	
B-2	TSR IV	RESA	
B-3	TSR IV	RESA	
	TSR V	RESA	
B-4	TSR I	Client groups	
	TSR IV	RESA	
B-5	TSR II	RESA	
	TSR V	RESA	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Fire Extension Service

A. Objectives of Interview Schedule

1. To determine the direct formal relationship between FES and RESA and U. of Md.

2. To determine which objectives of RESA does this cooperative arrangement between FES and RESA meet.

3. To determine the initiating force to establish the cooperative arrangement between FES and RESA.

4. To determine the line of responsibility for FES and RESA and U. of Md.

B. Objectives of Checklist

1. To determine the service benefits received by (1) RESA, (2) FES, (3) U. of Md.

2. To determine the cost benefits received by (1) RESA, (2) FES, (3) U. of Md.

3. To determine the degree of visibility gained by RESA due to the cooperative arrangement.

FIRE EXTENSION SERVICE

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
A-1	FES II	FES	
	FES IV	RESA	
	FES V	U. Md., CES, RESA Minutes	
A-2	FES II	FES	
	FES IV	RESA	
	FES V	RESA proposal	
A-3	FES II	FES	
	FES IV	RESA	
	FES V	U. Md., RESA minutes, RESA communications	
A-4	FES II	RESA	
	FES IV	FES	
	FES V	U. Md.	
B-1	FES II	RESA	
	FES III	FES, U. Md. (both)	
B-2	FES II	RESA Budget	
		Other cost sources	
	FES IV	FES, RESA	
B-3	FES II	RESA, FES	
	FES IV	U. Md., CES	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Educational Television

A. Objectives for Management

1. To determine the number and variety of agencies that participate in ETV.

2. To determine the number and variety of client groups that are served by ETV.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the ETV Program.

5. To determine the budgetary policies, procedures, and allocations for the ETV Program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the ETV Program.

2. To identify the specific objectives of the ETV Program.

3. To determine the relationship of ETV Program to RESA objectives.

4. To determine ETV Program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the ETV Program.

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
A-1	ETV VI	RESA	
A-2	ETV VI	RESA	
A-3	ETV II	RESA	
	ETV IV	RESA	
	ETV V	RESA	
	ETV VI	RESA	
A-4	ETV IV	RESA	
	ETV V	RESA	
	ETV VI	RESA	
A-5	ETV II	RESA	
	ETV IV	RESA	
B-1	ETV VI	RESA, participating agencies, client groups	
B-2	ETV IV	RESA	
B-3	ETV IV	RESA	
	ETV V	RESA	
B-4	ETV I	Client groups, RESA	
	ETV IV	Client groups, RESA	
B-5	ETV II	RESA	
	ETV V	RESA	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Shared Personnel

A. Objectives for Management

1. To determine the number and variety of agencies that participate in SP.

2. To determine the number and variety of client groups that are served by SP.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the SP program.

5. To determine the budgetary policies, procedures, and allocations for the SP program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the SP program.

2. To identify the specific objectives of the SP program.

3. To determine the relationship of SP programs to RESA objectives.

4. To determine SP program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the SP program.

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
A-1	SP VI	RESA	
A-2	SP VI	RESA	
A-3	SP II	RESA	
	SP IV	RESA	
	SP V	RESA	
	SP VI	RESA	
A-4	SP IV	RESA	
	SP V	RESA	
	SP VI	RESA	
A-5	SP II	RESA	
	SP IV	RESA	
B-1	SP VI	RESA, participating agencies, client groups	
B-2	SP IV	RESA	
B-3	SP II	RESA	
	SP IV	RESA	
B-4	SP I	Client groups, RESA	
	SP IV		
B-5	SP II	RESA	
	SP V	RESA	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Informational Service Program

A. Objectives for Management

1. To determine the number and variety of agencies that participate in ISP.

2. To determine the number and variety of client groups that are served by ISP.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the ISP program.

5 To determine the budgetary policies, procedures, and allocations for the ISP program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the ISP program.

2. To identify the specific objectives of the ISP program.

3. To determine the relationship of ISP programs to RESA objectives.

4. To determine ISP program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the ISP program.

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
A-1	ISP VI	RESA	
A-2	ISP VI	RESA	
A-3	ISP II	RESA	
	ISP IV	RESA	
	ISP V	RESA	
	ISP VI	RESA	
A-4	ISP IV	RESA	
	ISP V	RESA	
	ISP VI	RESA	
A-5	ISP II	RESA	
	ISP IV	RESA	
B-1	ISP VI	RESA, participating agencies, client groups	
B-2	ISP IV	RESA	
B-3	ISP IV	RESA	
	ISP V	RESA	
B-4	ISP I	Client groups	
	ISP IV	RESA	
B-5	ISP II	RESA	
	ISP V	RESA	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

RESA Operations and Management Evaluation: A System of Subsystems.

Section III of the on-going self-evaluation model provides a schema and guidelines to conduct an evaluation of RESA operations and management, and supplement the operational and management evaluation with the program evaluation to arrive at an overall evaluation. A plan similar to Section II was utilized in the operational and management evaluation. A specific question and objectives to be followed in this section of the evalution are also provided in a graphic schema.

The overall operational evaluation outline is presented first to give an overview. It is followed by specific guidelines to be used in each of the separate evaluation components: operational-administrative structure, operational-processes, and planning-decision making model.

OVERALL
OPERATIONAL EVALUATION

1. Inter-Program Communication

2. Intra-Program Communication

3. Relationships with:

    i. Funding Agencies
    ii. Member Agencies
    iii. External, Non-Funding Agencies

4. Policy Development

5. Needs Assessment Model

    i. Establishment of Priorities and Objectives
    ii. Method of Implementing NAM
    iii. Feedback and Evaluation

6. Budget

    i. Source
    ii. Allocation
    iii. Accountability

7. Planning (Method/Techniques)

    i. Short-Range
    ii. Long-Range

8. RESA Evaluation of Personnel

9. Management and Operation of RESA Model

    i. Management Team Operation
    ii. Data Collection and Analysis

Operational-Administrative Structure

A. Objectives for Management

1. To determine the number and variety of agencies that participate in AS.

2. To determine the number and variety of client groups that are served by AS.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the AS program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the AS program.

2. To identify the specific objectives of the AS program.

3. To determine the relationship of OP programs to RESA objectives.

4. To determine AS program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the AS program.

Administrative Structure

Objectives of Evaluation

1. To determine the present formal administrative structure.

2. To determine the present informal administrative structure.

3. To determine the formal functions (job description) of each position within RESA.

4. To determine the informal (actual) function of each position.

5. To generate an ideal administrative structure of RESA.

6. To compare the existing administrative structure with the ideal administrative structure for RESA.

OPERATIONAL - ADMINISTRATIVE STRUCTURE

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
AS-1	AS IV	RESA	
AS-2	AS II AS V	RESA, participating agencies	
AS-3	AS IV	RESA	
AS-4	AS II AS V	RESA, participating agencies	
AS-5	AS VII	WVU	
AS-6	AS VII	WVU	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Operational-Processes

A. Objectives for Management

1. To determine the number and variety of agencies that participate in OP.

2. To determine the number and variety of client groups that are served by OP.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the OP program.

5. To determine the budgetary policies, procedures, and allocations for the OP program.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the OP program.

2. To identify the specific objectives.

3. To determine the relationship of OP programs to RESA objectives.

4. To determine OP program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the OP program.

Operational-Processes

Objectives for Evaluation

1. To determine the existing communications system (internal and external) of RESA.

2. To determine RESA relationships with (1) funding, (2) member, and (3) external, non-funding agencies.

3. To determine the restraining determinants on the operational processes in RESA.

4. To determine the interpersonnel relationships of RESA staff.

5. To determine the interagency relationships of those agencies holding office on the RESA Board of Directors.

OPERATIONAL - PROCESSES

Objectives for Evaluation	Method or Means for Data Collection	Source of Data	Time Table
OP-1	OP I OP II OP IV OP V	RESA, participating agencies, client groups	
OP-2	OP I OP II OP IV OP V	RESA, participating agencies	
OP-3	OP II OP IV OP V	RESA RESA RESA	
OP-4	OP II OP V	RESA, member agencies	
OP-5	OP II OP IV OP V	RESA, member agencies	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

Planning and Decision-Making Model

A. Objectives for Management

1. To determine the number and variety of agencies that participate in PDM.

2. To determine the number and variety of client groups that are served by PDM.

3. To determine the procedures and methods used in identifying needs and determining priority ranking of needs.

4. To determine the systematic administrative procedures utilized in managing the PDM program.

5. To determine the budgetary policies, procedures, and allocations for the PDM.

B. Objectives for Objectives

1. To determine the number and variety of inputs into the PDM program.

2. To identify the specific objectives of the PDM program.

3. To determine the relationship of PDM programs to RESA objectives.

4. To determine PDM program success in meeting its objectives.

5. To determine the methods/procedures employed to monitor each sub-program of the PDM program.

Planning and Decision-Making Model

Objectives of Evaluation

1. To determine the existing procedures, functions, and strategies utilized in planning and decision-making.

2. To identify the restraining determinants on RESA planning and decision-making.

3. To generate an ideal planning and decision-making model.

4. To compare the existing planning and decision-making model with the ideal planning and decision-making model.

PLANNING AND DECISION-MAKING MODEL

Objectives for Evaluation	Method or Means for Data Collection	Source	Time Table
PDM-1	PDM I	RESA (Bd. of Dir., possibly)	
	PDM II	RESA	
	PDM IV	RESA	
	PDM V	RESA	
PDM-2	PDM II	RESA	
	PDM IV	RESA	
	PDM V	RESA	
PDM-3	PDM VII	WVU	
PDM-4	PDM VII	WVU	

CODE:
- I Questionnaire
- II Interview Schedule
- III Inventory Checklist
- IV Document Search
- V Observation
- VI Identification Inventory
- VII Research Team Analysis

A System of Subsystems.

In addition to RESA operations and management evaluation, Section III also contains a model which looks at RESA as a system of subsystems. Figure 4 presents RESA as the system made up of several subsystems or the program areas. Each program area is designated by subdividing the overall RESA system. Each subdivision is provided its own evaluation schema. Sections I and II of the evaluation model will provide the necessary information/data for completion of the system figure.

The antenna system which protrudes from each subsystem has a definite purpose. The five boxes to the left of the straight line represent the objectives for program management (process). The five boxes on the right of the line represent the program objectives (product). This graphic representation can be completed at any time during the fiscal year. A color code would suffice to let the RESA staff, the Advisory Commissions, client groups, and funding agencies to visualize individual program success or progress in meeting its stated objectives.

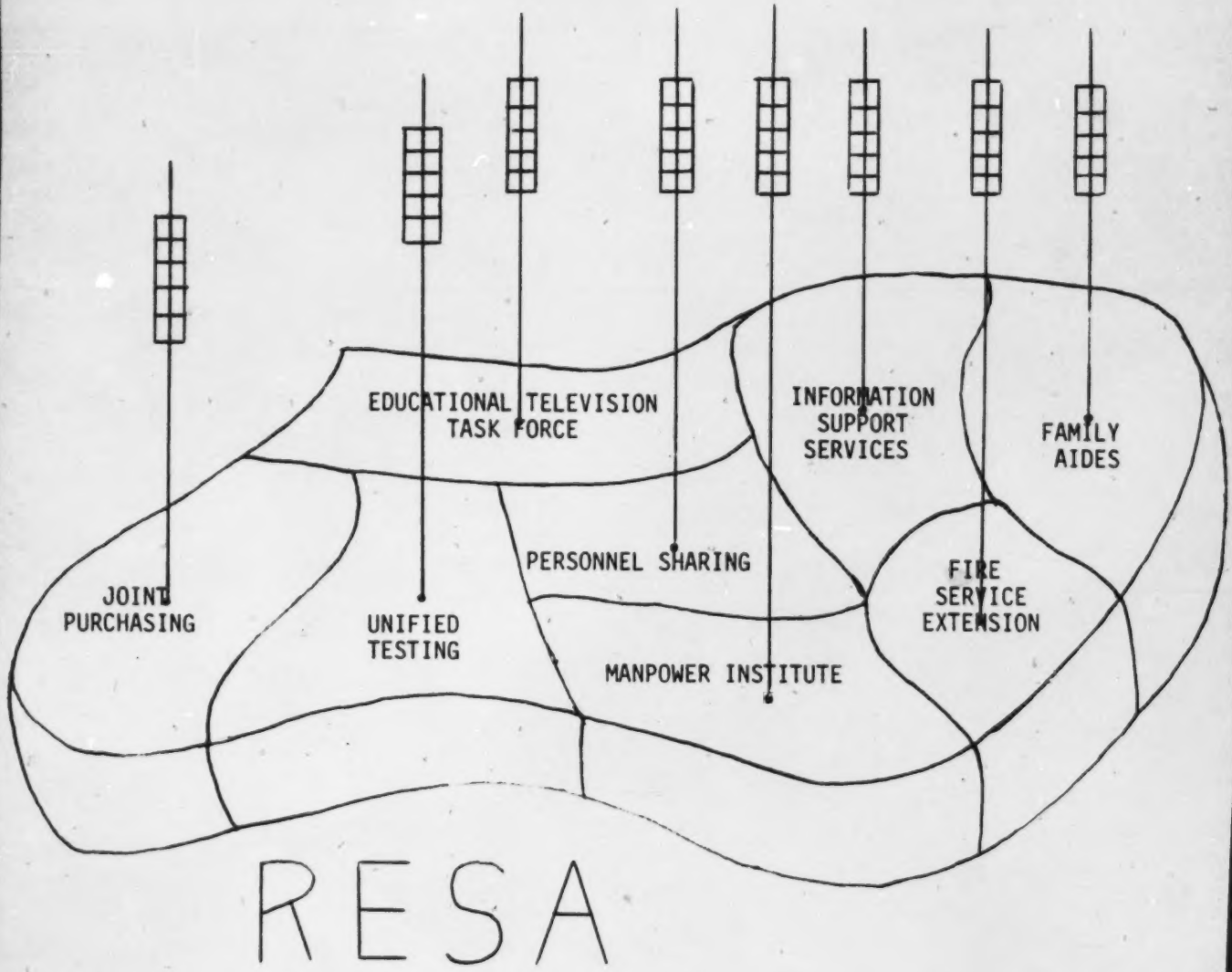
At any time during the fiscal year, the director of evaluation and grants should be able to assess the progress of particular programs and color code a figure of this nature to indicate to all concerned the individual program progress, but more importantly, provide information concerning the overall RESA operation.

The conception of this model was provided by W. J. Gephart and R. B. Ingle and presented at the 7th Annual National Symposium of Educational Research at Albany, New York, October 28-31, 1973.

EVALUATION MODEL

RESA: A SYSTEM OF SUB-SYSTEMS

Figure 4



Summary

Part II contains three sections which comprise the RESA on-going self-evaluation model. Section I should be utilized primarily by the Advisory Commissions in their short-range and long-range program development. The model provides eight major headings which should be taken into consideration during the planning and actual implementation of the programs.

Section II provides an evaluation model to be utilized with the present programs within the RESA system. Appendix A provides tentative interview guides for the evaluation of the stated objectives of both management (process) and individual program (product).

Section III of the on-going self-evaluation model provides a means for assessing the overall RESA Management, Operations, and Effectiveness. The actual assessment resembles methods utilized in Section II, supplemented by a color-coded visual model of overall RESA progress and effectiveness.

APPENDIX A

Proposed Interview Schedules for Specific Program Areas

Appalachian Maryland Regional Educational Service Agency

Interview Schedule for (Title of Program being Discussed)

Date of Interview _____

Name of Interviewee _____

Position of Interviewee _____

Name of Agency _____

The Appalachian Maryland Regional Education Service Agency, Cumberland, Maryland, is conducting a comprehensive evaluation of its programs, operation, and effectiveness. One of the methods RESA is using to gain appropriate data/information for its evaluation is the personal interview. Through this method RESA hopes to gain your personal perceptions and opinions relative to the evaluation of its _____(Name of Program)_____. Please feel free to expand your responses to factors which may not be identified in the structural questions of the interview.

JOINT PURCHASING

Respondents: RESA
Allegany County
Washington County

1. Who was responsible for initiating the JP program?

2. What original needs were recognized by the initiating force? How were they?

3. Who is presently participating in the program?

4. What is RESA's function in the program?

5. What kinds of services are received by the participants?

6. What management procedures are utilized by the participating agencies?

7. What budgetary policies, procedures, and allocations are utilized by the groups?

8. How did you determine what items were to be purchased in the beginning stages?

9. Were specifications an issue in the planning? What was resolved?

10. Were additional personnel necessary for the functioning of the program?

11. What have been the most prevalent problems in the initial program? (Transportation, storage, service, local complaints from merchants?)

12. What is being or will be done to alleviate these problems?

13. In your opinion has the objective of obtaining price and quality advantages of high volume bid buying been successfully witnessed?

14. If the anticipated savings are seen, have any immediate plans been made for them?

UNIFIED PUPIL TESTING

Respondents: RESA

I.a. 1. Who planned the UT program? How was the UT program developed?

2. How did you determine the objectives for the UT program?

3. To what degree are these objectives being accomplished?

4. What personnel does RESA employ to direct, coordinate, and implement the UT program?

5. Is the UT program under the direct leadership of RESA and RESA office staff? If so, how long will it continue? What agency will eventually assume the responsibility of managing and implementing the UT program?

6. What method(s) have you developed and utilized in collecting the test data? Who collects the testing information?

7. Where is the test information stored? How accessible is the location to participating agencies and clients?

8. How is the test information analyzed and by whom?

9. How do you use the output information in the areas of curriculum and instruction, counseling and guidance, and accountability?

10. Describe the method of evaluating UT program effectiveness. How is the evaluation utilized?

11. Describe the method used by RESA to determine savings on:

    a. time
    b. effort
    c. materials

12. How are the savings allocated?

I.b. 1. What criteria were utilized in selecting the core standardized test(s)?

2. Who was involved in the selection process?

3. What procedures did you use in implementing the core test(s)?

Specific Evaluation Considerations

A-3 What criteria were used in identifying needs before implementing this program?

A-3 (continued)

What criteria were used in determining priority ranking of needs?

A-5 Who determined the budgetary policies, procedures, and allocations for the Unified Testing Program?

B-2 How were the specific objectives of the UT program identified?

B-3 How were the UT program objectives related to the RESA objectives?

B-5 What methods are employed to evaluate/monitor program effectiveness?

UNIFIED PUPIL TESTING

Respondents: Participating Agencies and Client Groups

I.a. 1. How was the UT program developed? Who planned the UT program?

2. How effective is the UT program?

3. How do you use the test information? (Curriculum and instruction, counseling and guidance, placement of students) _____

_____

_____.

4. Where is the the test information stored? Do you think the test information is accessible for your needs? If not, why? _____

_____

_____

5. What procedures are followed in administering the tests? Who administers them?

6. Are you involved in evaluating the UT program?

7. What savings have accrued since the UT program was implemented with regard to (1) time, (2) effort, and (3) materials?

I.b. 1. Who was involved in selecting the core standardized test(s)?

2. How effective are the core standardized test(s) in meeting your needs? Do you think they should be changed? If so, why?

Specific Evaluation Considerations

B-2 How were the specific objectives of the UT programs identified? Were you satisfied with the identification process? If not, why?

B-3 What methods of evaluating UT program effectiveness are utilized? Are you involved in the evaluation phase? If not, why?

TRI-STATE REGIONAL RESOURCE INSTITUTE

Respondents: Members of the Tri-State Regional Resource Institute (Industry)
Individual Schools
RESA

1. In what manner has the Tri-State Regional Resource Institute helped you in designing your curriculum?

2. What role should the school play in the development of the manpower?

3. Please list different problems or issues you foresee as far as manpower development is concerned.

4. In what manner can industry aid the schools in improving their effectiveness of communication as far as manpower needs are concerned? Should the Tri-State Regional Resource Institute alter its role?

5. Would you like to make any suggestions that could enhance the mission of the Tri-State Regional Resource Institute?

Respondents: Industry
RESA

1. How is the Tri-State Regional Resource Institute meeting the needs of industry and education?

2. In what manner can the Tri-State Regional Resource Institute improve its effectiveness in aiding industry?

3. What methods have been used to forecast manpower needs?

4. What trends do you foresee in manpower development for the next decade?

5. Are there any short comings in the mission of the Tri-State Regional Resource Institute.

6. Would you like to make any suggestions that would enhance the industry-education relationship?

FIRE SERVICE EXTENSION

Respondents: RESA
FSE

1. What is the relationship of RESA and Fire Service Extension?

    a. Formal
    b. Informal relationships

2. Which agency (RESA or FSE) initiated the relationship?

    a. How was it initiated?
    b. When was it initiated?
    c. Why was it initiated?

3. What are the lines of responsibility between RESA and FSE?

4. How does RESA benefit from the relationship?

5. How does Fire Service Extension benefit from the relationship?

6. What is your estimate of the costs of FSE supported by RESA?

    a. staff time
    b. space
    c. equipment

7. What relationship do you see between the costs to RESA and benefits received?

EDUCATIONAL TELEVISION

Respondents: RESA

1. What various agencies participate in Educational TV?

2. What various client groups are served by ETV?
   How are they served?

3. How were the needs determined? Why were the needs identified and what ranking was placed upon each need?

4. What are the various administrative procedures utilized in managing ETV?
   How were these procedures determined?
   By whom?

5. What are the budgeting policies and procedures followed and how much money is spent for each ETV program?

6. Identify the various groups involved in the coordinating, leadership, and on-going process roles.
   How has each of these groups contributed?

7. What are the specific objectives of the ETV program?
   Of the ETV task force?
   What curriculum areas have been identified by the ETV task force?

8. How are the objectives of ETV involved in the ETV programming?

9. To what extent has the ETV programming met its objectives?

10. What methods and procedures are used in monitoring each sub-program of ETV?

11. What is the ETV state plan?

12. Identify the various curriculum areas best served through the state-wide plan for ETV. Describe each curriculum area.

13. What is the plan developed for utilizing state-wide capabilities, CATV capabilities, and regional capabilities?
    How has it been implemented?

INFORMATIONAL SERVICE PROGRAM

Respondents: ISP Users

1. Identify the frequency of use about ISP.

2. Identify the responsiveness of ISP to requests for information.

   a. method employed to get into the system.
   b. turn-around time (from time of request for information until request is completed).

3. Describe type of data/information the agency requires.

   a. Are the data available in ISP?
   b. Should ISP broaden its data base?

4. Benefits accrued through the use of ISP.

   a. time
   b. effort
   c. materials

5. Effectiveness of ISP in terms of:

   a. system management
   b. system response
   c. system output

6. Local agency concern on ISP.

   a. management
   b. response
   c. output

INFORMATIONAL SERVICE PROGRAM

Respondents: RESA

Part A: This part requests information on the basic position of RESA as related to Informational Service Program.

1. According to RESA, what is a human resource?

   a. Identify basic parameters.
   b. Identify how parameters were identified.

2. As related to "factors affecting human resources," how has RESA identified these factors?

   a. Determine rationale for factor identification.
   b. Identify factors considered by RESA.

3. What are the basic procedures, practices, and/or methods implemented to:

   a. collect data?
   b. organize data?
   c. disseminate data?

4. Describe the methodology used by RESA to determine savings on:

   a. time
   b. effort
   c. materials

Part B: This part retrieves data/information on the operationalization of ISP and RESA staff perceptions of program use by client groups.

1. The following statements request data/information which is on file in the offices of RESA.

   a. Names of agencies utilizing ISP outputs.
   b. Description of data/information collected by ISP.
   c. Names of agencies cooperating with RESA in the implementation of ISP and the extent of cooperation.

2. Determine the total costs required to support ISP.

PERSONNEL SHARING

Respondents: RESA

1. Is this program currently in effect?
2. If not, what is its status?
3. What agencies are participating?
4. How are areas of special expertise identified among school staffs? What are they, specifically? Have the areas been in existence or are they newly created (or labeled such)?
5. How is "critically short supply" determined?
6. Who makes the determinations in #4 and #5 (Names and Job Titles)?
7. Once determinations are made, how are actual usage priorities made?
8. How many staff members are currently being shared? (Names)
9. From what parent agency to what parent agency?
10. In which areas?
11. What, if any, are salary adjustment considerations?
12. Have any "common teaching, training, etc. programs" been instituted?
13. If so, by whom?
14. What were dates and locations of meetings?
15. What topics were presented?
16. Number, job descriptions, and parent agency of leaders and participants?
17. What evidence is there of favorable results of such programs, e.g., improved teaching? By whose judgment were such results determined?